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ABSTRACT

A project was conducted to (1) identify all the competencies that are most essential for the most common first-level jobs in the field of automotive and petroleum, (2) identify the common career ladders and the most important criteria for promotion in the field and (3) prepare a curriculum guide that includes a provision both for teaching the essential competencies and helping students to be aware of career opportunities and promotion criteria for the field. Major project activities included conducting a feasibility study, reviewing competencies, developing a panel to identify essential competencies for first-level positions and promotion criteria, completing task analyses, prioritizing the competencies, and developing career material to use for interviewing and for the first draft of the curriculum guide. As a result of the project, 238 competencies were identified and prioritized. In addition, career ladders were identified, and a written narrative on careers in automotive and petroleum was developed. (Appended material includes the list of prioritized competencies, automotive and petroleum industry career information, and the evaluation instrument used in the project.) (LRA)

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ED189384

FINAL REPORT
TO
AUTOMOTIVE AND PETROLEUM CURRICULUM
RESEARCH -- PHASE I

Illinois State Board of Education
Donald F. Muirheid, Chairman

Illinois State Board of Education
Joseph M. Cronin,
State Superintendent of
Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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July 31, 1980

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CE025917

Title of Project: Automotive and Petroleum Curriculum Research -- Phase I

Funding Agreement Number: R-33-10-X-0442-318

Project Director: E. Edward Harris, Project Director and Chairperson
Department of Business Education and Administrative Services
Northern Illinois University
DeKalb, IL 60115

Funded Agency: Northern Illinois University, DeKalb, IL 60115

Project Time Period: September 15, 1979 - June 30, 1980

FINAL REPORT ABSTRACT

OBJECTIVES OF PROJECT:

1. Identify all the competencies that are most essential for the most common first level jobs in the field of Automotive and Petroleum.
2. Identify the most common career ladders and the most important criteria for promotion in the field of Automotive and Petroleum.
3. Prepare a curriculum guide that includes a provision both for teaching the essential competencies, and helping students to be aware of career opportunities and promotion criteria for the field of Automotive and Petroleum. The guide, which will include measurable objectives, suggested teaching strategies, a listing of resources available, will be able to serve as a guide on the career orientation and preparation levels.

PROCEDURES OF IMPLEMENTATION:

Step 1 -- Conducted Feasibility Studies. September 15, 1979 - October 30, 1979

Part A -- Reviewed labor projections in the field of Automotive and Petroleum to determine which positions had the greatest opportunity for employment. This process also resulted in identification of the interrelationships which exist among the cluster of first level jobs in the field of Automotive and Petroleum which offer the greatest opportunity for mobility. The end result of Part A was to determine those jobs that students can be best prepared for as a part of the marketing and distributive education instructional program. There appeared to be a wide range of jobs in the highly diversified automotive and petroleum industry. The United States Office of Education and the Department of Labor identified a large number of positions in the field of automotive and petroleum. A critical problem that needed to be solved was determining the competencies that were common to the various positions that were identified.

Part B -- Studied the literature and research in the field of Automotive and Petroleum to identify the most common first, second, third, and other appropriate job levels with the largest number of individuals employed and to identify the promotion criteria for the second and third level positions.

PROCEDURES OF IMPLEMENTATION: (continued)

Step 2 -- Reviewed Competency Research. November 1, 1979 - January 1, 1979.

Part A -- Studied marketing employment research and literature to help determine competencies for further study in the field of automotive and petroleum. Research studies such as the following were carefully studied to eliminate undue duplication of efforts.

1. Proposed Design and Board Content Outline for Teacher Educator Materials in the Field of Marketing and Distribution, Richard Lynch, Virginia Polytechnic Institute and State University, 1977.

2. The Development and Validation of Competencies for New and Additional Occupations in Marketing and Distribution, Vickie E. Shell, IDECC Research Associate, Ohio State University, Columbus, Ohio, 1977.

3. The Development and Validation of a Competency Based Adult Distributive Education Instructional System, Ervin A. Emery, IDECC Research Associate, Ohio State University, Columbus, Ohio, 1977.

4. The Development and Validation of a Competency Based Learning System for Entrepreneurship, Erwin A. Emery, Jr., IDECC Research Associate, Ohio State University, Columbus, Ohio, 1977.

5. The Development and Validation of a Competency Based Post Secondary Instructional System, Betty H. Turner, IDECC Research Associate, Ohio State University, Columbus, Ohio, 1977.

6. The Development and Validation of a Competency Based Special Needs Instructional System, Reginald Broadnax, IDECC Research Associate, Ohio State University, Columbus, Ohio, 1977.

Part B -- Studied Research reports and other information that is available from the National Center for Vocational Education, Small Business Administration, U.S. Department of Labor and U.S. Department of Labor.

PROCEDURES OF IMPLEMENTATION: (continued)

"A Definitive Study of Your Future in the Automotive Industry," Dawson Taylor, Richards Rosen Press, Inc., New York, NY 10010

"Automotive Wholesaler Sales Management and Marketing Handbook," Automotive Service Industry Association, 230 North Michigan Avenue, Chicago, IL 60601

"ASIA Business Management Library," Automotive Service Industry Association, Chicago, IL 60611

"Advertising Guidelines for Automotive Wholesalers," Automotive Service Industry Association, Chicago, IL 60611

"Automotive Wholesaler Counterman's Handbook," Automotive Service Industry Association, 444 North Michigan Avenue, Chicago, IL 60611

"An Analysis of the Automobile Sales Occupation," The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University

"Petroleum Marketing, Career Competencies in Marketing Series," Humbert/Williams, Gregg Division, McGraw-Hill Book Company

"Exploring Service Careers," Steven A. Eggland, South-Western Publishing Co., Cincinnati, OH

"Suggested Curriculum and Planning Guide for Developing a Program in Auto Mechanics," State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, IL 62706

"Broad Content Outlines for Petroleum Marketing," Supported by Part I, Vocational Education Amendments of 1968 (PL 90-576), U.S. Office of Education--Contract Number 3007660308, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061

"Broad Content Outlines for Automotive, Recreational, and Agricultural Vehicles and Accessories Marketing," Supported by Part I, Vocational Education Amendments of 1968 (PL 90-576), U. S. Office Education--Contract Number 3007660308, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061

"Your Future in successful Service Station Management," NCR Worldwide Headquarters, Dayton, OH 45409

Step 3 -- Selected and began work with employer jury. October 1 - November 30, 1979.

A list of business people in the transportation and Warehousing industry in Illinois was developed by consulting with the resource people associated with this project. The following business people were then asked to serve as jury members:

Mr. John Kirby
Area Automotive Merchandiser
J.C. Penney Company
851 Devon Avenue
Elk Grove, IL 60007

Mr. Dick Sevenson
District Operations Manager
Firestone Tire & Rubber Co.
2710 West 79th Street
Chicago, IL 60652

Mr. Mel Turner, Sr.
Director of Special Projects
Automotive Service Industry Assoc.
444 North Michigan Avenue
Chicago, IL 60611

Mr. John Dingens
Ford Marketing
2340 Des Plaines Avenue
Des Plaines, IL 60018

Mr. Al Deahlen
Automotive Dept.
Sears, No. 2
Woodfield Mall
Schaumburg, IL 60172

Manager, Division Training Center
Goodyear
c/o Holiday O'Hare Kennedy
5440 N. River Road
Rosemont, IL 60018

Mr. Richard Buckley
Director of Special Projects
Automotive Service Industry Assoc.
444 North Michigan Avenue
Chicago, IL 60611

Mr. Randy Dixon
Mr. Greg Boehmke
Supervisor, Retail Development Unit II
Mobil Oil Corporation
22 West 535 Butterfield Road
Glen Ellyn, IL 60137

TRANSPORTATION AND WAREHOUSING JURY: (continued)

Mr. Ralph H. Gurganus
Marketing Training Representative
Phillips Petroleum Company
367 Adams Building
Bartlesville, OK 74004

Mr. Jim Gillett
Marketing Representative
Chicago District
Phillips Petroleum Company
222 East Ogden Avenue
Hinsdale, IL 60521

Mr. Dennis Osterhold
Area Automotive Merchandiser
J.C. Penney Company, Inc.
851 Devon Avenue
Elk Grove Village, IL 60007

Mr. J. R. Canter
Manager, Field Training
Standard Oil Division, Amoco Oil Company
Central Region, Mail Code 6107
200 East Randolph Drive
Chicago, IL 60601

Mr. Ralph Clark, Manager
Field Management Training Center
The Goodyear Tire & Rubber Company
Holiday Inn-O'Hare/Kennedy
5440 N. River Road
Rosemont, IL 60018

Mr. Mel Turner, Manager
Automotive Service Industry Association
444 North Michigan Avenue
Chicago, IL 60611

Mr. J. L. Medick
Service & Parts Marketing Specialist
Chicago Zone
Chrysler Corporation
Service & Parts Division
P.O. Box E-367
Elk Grove Village, IL 60007

PROCEDURES OF IMPLEMENTATION: (continued)

Step 4 -- Gathered Task Analysis Data. December 1, 1979 - February 30, 1980.

Constructed a list of potential tasks by performing the following activities as basically recommended in the Center for Vocation Education Publication, Performance Content for Job Training.

1. Locate written sources.
2. Construct initial listing of tasks.
3. Obtain review of initial tasks.
4. Edit tasks for use in surveys.
5. Pilot test the list of potential tasks.
6. Determine what results are to be sought.
7. Determine what task information is needed.
8. Determine what respondent information is needed.
9. Determine what data, summaries, and analysis is needed.
10. Design survey and its administration.
11. Pretest questionnaire instructions and format.
12. Arrange to have questionnaire administered and prepare workers and supervisors.
13. Prepare questionnaire responses for processing.
14. Cluster tasks.
15. Compute summary descriptive data and analyze data.
16. Prepare competency statements based on the essential tasks.

Step 5 -- Jury Members Verified and Prioritized Competencies. December 1, 1979 - March 15, 1980.

Interviewed 10 to 12 jury members to verify and help prioritize from the list of competencies that were identified during Steps 2 and 4 -- task analysis and competency review processes. Educators have too frequently been presented with long lists of competencies that are not manageable and have not been carefully prioritized. Therefore, too much time and effort is devoted to teaching things that are nice to know rather than those things that must be known. The jury members were also asked to suggest instruction materials and strategies for teaching the identified essential competencies. See Appendix A for list of competencies developed from Steps 4 and 5.

Step 6 -- Verified and Prioritized Competencies at Employee Level. March 1 - June 1, 1980.

The following marketing and distributive education teachers on the high school and community college levels in the State of Illinois and other trained interviewers interviewed individuals employed in the most common first level positions in various communities throughout the state and determined the relative importance of the competencies and to identify additional competencies. A common, structured interview format was used to collect the data.

Mr. Gary Hale, 21st and Kenosha Road, Zion, Illinois.

Mr. Donald Clary, 2400 S. Home Avenue, Berwyn, IL 60402.

PROCEDURES OF IMPLEMENTATION: (continued)

Ms. Deborah Ewert, 433 Vine Avenue, Highland Park, IL 60046.

Mr. Mike Russell, 1014 E. Main Street, Lombard, IL 60148.

Mr. Don Varanauski, Proviso East High School, Maywood, IL 60153.

Mr. George P. Osterkamp, 1600 Dodge Avenue, Evanston, IL 60204.

Mr. Robert Paulsen, Lyons Township High School, La Grange, IL 60525.

Mr. Paul Juriga, #1 Educational Park, Decatur, IL 62526.

Mr. Donald Devinney, Rock Island High School, Rock Island, IL 61201.

Ms. Carol Robbins, 355 W. St. Charles Rd., Elmhurst, IL 60126.

Mr. Steven Bjornstad, 2929 Charles St., Rockford, IL 61108.

Mr. Gary Grote, 355 W. St. Charles Rd., Elmhurst, IL 60126.

Mr. Robert Varney, 1000 W. Green Street, Bensenville, IL 60106.

Mr. J. T. Russo, 1959 N. Waukegan Rd., Deerfield, IL 60015.

Mr. John Hoese, 755 Pulaski Rd., Calumet City, IL 60409.

Dr. Richard James, Carlson Building, UW-Whitewater, Whitewater, WI 53190.

Mr. Paul Reibman, 6545 W. Hurlbut, Chicago, IL 60631.

Mr. Jack Brothers, 5530 Fairway Drive, Crestwood, IL 60445.

Mr. Dirk Schuiteboer, 501 W. South Street, Woodstock, IL 60098.

Mr. Terry Hurst, 500 West Bryn Mawr, Roselle, IL 60172.

Ms. Olive Sabo, 606 S. State Street, Chicago, IL 60605.

Ms. Mary Jean Luckew, 999 Kedzie, Flossmoor, IL 60422.

Mr. James Driskill, 7401 Clarendon Hills Rd, Darien, IL 60559.

Mrs. Caroline Hommerding, 9511 Harrison St., Des Plaines, IL 60016.

Mr. George Miller, 55th & Grant Street, Hinsdale, IL 60521.

Ms. Gail Malott, 5620 Spring Creek Road, Rockford, IL 61101.

Mr. Frank Positano, 670 Crescent Blvd., Glen Ellyn, IL 60137.

Mr. John Bedlek, Park Blvd & Butterfield, Glen Ellyn, IL 60137.

PROCEDURES OF IMPLEMENTATION (continued):

Mr. Michael Baker, Kuhn & Lies Road, Carol Stream, IL 60187.

Mr. Carl J. Campagna, 500 W. Elk Grove Blvd, Elk Grove, IL 60007.

Mr. Russ Szymkowiak, 2601 Dempster, Park Ridge, IL 60068.

Ms. Mary Delphi, 1500 East Avenue, Belvidere, IL 61008.

Mr. Joseph Cragan, 616 W. Main, Barrington, IL 60010.

Mr. David Roth, 7329 W. 63rd Street, Summit, IL 60501.

Mr. Philip Scheel, Ogden & Mill Street, Naperville, IL 60540.

Mr. William Coulson, Lamon and Mulford, Skokie, IL 60077.

Mrs. Mary Howell, 9800 Lawler, Skokie, IL 60077.

Mr. Darrell Smith, Oakton at Edens, Skokie, IL 60077.

Ms. Louise Weiss, 385 Winnetka, Winnetka, IL 60093.

Ms. Virginia Scott, 701 W. Thomas, Wheaton, IL 60187.

Ms. Sharon Shasky, 603 S. Main St., Wheaton, IL 60187.

Ms. Dorothy Sosin, 211 S. Laflin Street, Chicago, IL 60607.

Mr. Jerry Cherichetti, 1900 N. Rockton Avenue, Rockford, IL 61103.

Mr. Jack Alexander, 555 N. Main, Wauconda, IL 60084.

Mr. Chuck Gilmore, 1201 W. New York, Aurora, IL 60506.

See Appendix A for questionnaire materials.

Step 7 -- Prepared List of Prioritized Competencies to be used in Phase II.
See Appendix B for list.

CONTRIBUTION TO VOCATIONAL & TECHNICAL EDUCATION

Nationally, marketing and distributive education has broadened its sphere of impact by installing programs in more schools, giving increased attention to instruction below grades 11-12, and introducing more specialized programs at the post-secondary level. Throughout the country, career exploration programs at grades 7-9 has increased opportunities for effective career decision-making while career orientation instruction at grade 10 has made it possible for students to gain a higher level of employability upon graduation. These new directions are ones which have proven to be successful in preparing students for careers in marketing and distribution and should be more fully implemented in the state of Illinois.

PRODUCTS TO BE DELIVERED:

20 copies of final report Phase I will be mailed to IOE-AVTE by July 31, 1980.

20 copies of prioritized competencies for transportation and warehousing first level positions and the career information gathered by July 31, 1980.

500 field-test copies will be disseminated statewide with the remainder being shipped to AVTE or to Curriculum Publications Clearinghouse at Western Illinois University per instructions of AVTE.

PAID PARTICIPANTS IN ACTIVITY:

Project Director--Dr. E. Edward Harris, Professor of Distributive Education and Chairperson of the Department of Business Education and Administrative Services, Northern Illinois University, DeKalb, IL 60115. The following depicts some of Dr. Harris' background and experience:

-Joined the Northern Illinois University staff in 1963 to establish the teacher education program in office education and distributive education.
-Served as Chairperson of the Business Education Department for the Davenport Community Schools, Davenport, Iowa, from 1955 to 1963.
-Involved in leadership activities such as: Chairperson of the National Distributive Education Consultants to the United States Office of Education, Region V Program Planning Committee for Distributive Education Policies and Planning Committee for the American Vocational Association, etc.
-Was a recipient of one of Standard Oil Foundations's $1,000 Excellence in Teaching Awards.
-He is the recipient of the following professional honors: "Who's Who in the Midwest: (1976), Dictionary of International Biography (1972, 1973, 1974, 1975 editions), Community Leaders of America, (1973) Leaders in Education, (1971), Men of Achievement (1973 and 1975 ed.) "Man of the Year," Distributive Education Clubs of Illinois -- 1972 and Distributive Education Clubs of America Outstanding Service Award in 1963.
-Is a textbook author, frequent contributor to professional publications in vocational education, and has given speeches and conducted workshops at local, state, and national levels.
-Served as a consultant to Montgomery Wards.
-Designed a new marketing and distributive education curriculum for the state of Illinois which was adopted by the state of Illinois Advisory Committee on Business, Marketing, and Management Occupations on January 20, 1976.

Associate Project Director--Mrs. Jean A. Rakun, Business Education and Administrative Services Department, Northern Illinois University, DeKalb, Illinois. Below lists Mrs. Rakun's background and experience:

-Received her master's degree in distributive education with an emphasis in administration on May 10, 1980.
-Currently active in the Northern Illinois Collegiate DECA, and a member of NADET, IBEA, NIBEA, NBEA, IVA, Delta Pi Epsilon, and Beta Gamma.

PAID PARTICIPANTS IN ACTIVITY: (continued)

Jean A. Rakun
-Received her undergraduate degree from the University of Wisconsin at Whitewater, and received several scholastic awards at that time.
-She taught high school at Oregon, Wisconsin before coming to Northern Illinois University.
-Has worked with the Interstate Distributive Education Consortium system in Wisconsin for one and one-half years.
-Helped with the rewrite of the general merchandising, food marketing, wholesaling, and general marketing curriculum guides in 1978.
-Was the Associate Project Director for Phase II of the Finance and Credit curriculum research.
-Was the Associate Project Director for Phase I and Phase II of the Transportation and Warehousing Curriculum guide.

PAID CONSULTANTS:

Assistant Project Director--Dr. Richard F. James, Professor of Distributive Education at the University of Wisconsin at Whitewater. Briefly, Dr. James' background and experiences are as follows:

-He completed his Ed.D. at Northern Illinois University. He received both his Masters and Bachelors at Emporia Kansas State College in Emporia, Kansas and received his Doctorate at Northern Illinois University. His major was distributive education and his Masters work was in vocational education.
-He taught four years at Shawnee Mission Northwest High School in Kansas, as a Distributive Education Coordinator. He was also Secondary DECA State Contest Chairman for three years.
-In 1974, he received an award from his peers as Outstanding Young Vocational Educator of the year for Kansas in the business occupation area.
-He has taught Methods of Teaching Distributive Education and team taught another vocational education class.
-He is currently a member of DECA, NADET, IVA, AVA, IBEA, and NIBEA.
-He is also a collegiate sponsor of DECA and developed a visual presentation on competency-based events in preparation for National DECA.
-He served as Associate Project Director in the development of the following state of Illinois Marketing and Distributive Education curriculum guides: General Marketing, Food Marketing, Wholesaling, General Retail Merchandising, and Transportation and Warehousing.

Consultant--Mr. Michael Russell, Distributive Education teacher-coordinator at Glenbard East High School in Lombard, Illinois. Some of Mr. Russell's accomplishments are listed below:

-He is a graduate student in the Department of Business Education and Administrative Services at Northern Illinois University.
-He is presently pursuing a master's degree in Distributive Education with an emphasis in Marketing.
-He also has experience as an industrial sales representative and worked in local government for serveral years.

PAID CONSULTANTS: (continued)

Michael Russell

-He received his undergraduate degree from Northern Illinois University and was a recipient of various scholastics awards at that time.
-He is a member of DECA, NADET, IVA, NBEA, and other professional organizations.
-He served as a technical assistant on the Transportation and Warehousing Curriculum Guide.

Consultant--Dr. Jack Humbert, Associate Professor of Distributive Education, Western Michigan University at Kalamazoo, Michigan. Below are listed Dr. Humbert's experiences.

-Dr. Humbert has extensive experience in the field of Automotive and Petroleum.
-He is the author of Petroleum Marketing, a manual that provides an overview of petroleum products and the ways in which they are sold.

FINAL PRODUCT ABSTRACT:

See Appendix A and B for products.

CONFERENCE/WORKSHOP SUMMARY:

See Jury meetings in Step 3 and Step 5.

RESOURCE LISTING:

To complete Phase I Research and to produce a first draft curriculum guide, we were able to fully utilize resources that were available to us on Northern Illinois University campus. Other books were sent to us for the project, courtesy of Automotive and Petroleum industry people.

Resources may be purchased in the future to increase information available for Phase II.

ACCOMPLISHMENTS:

Major accomplishments during Phase I include:

1) A list of the most essential and most common competencies in Automotive and Petroleum was identified.
2) This list was then prioritized by the jury members. The list of competencies is included in Appendix B.
3) Career material has been developed with the help of resource people, jury members and consultants. See Appendix C for career ladders and written narrative on careers in Automotive and Petroleum.
4) Preparation has begun for developing learning activities for the list of prioritized competencies in Appendix B.

MAJOR ACTIVITIES AND EVENTS*:

The major activities that took place during Phase I include:

1) Conducting a feasibility study.
2) Reviewing competencies.
3) Developing a panel of jury people to identify essential competencies for first level positions and promotion criteria.
4) Completing task analyses.
5) Developing a questionnaire to prioritize the competencies.
6) Developing career material to use for interviewing and for the first draft of the curriculum guide.

*For a detailed explanation of these activities and even ts, see the timetable of events in the section "Procedures for Implementation" pages 1-8.

PROBLEMS ENCOUNTERED: None

PUBLICITY ACTIVITIES: None

DISSEMINATION ACTIVITIES:

The dissemination of Phase I of the project consists of 20 copies of the final report sent to the Department of Adult, Vocational and Technical Education staff listing the competencies for first level automotive and petroleum position together with career information that had been gathered.

RESOURCE PERSONS:

Mrs. Lucy Crawford, professor emeritus, Virginia Polytechnical University, served as research consultant. The competencies from Ms. Crawford's United States Office of Education research was used as a starting point for this project.

Mr. Paul Reibman was the State of Illinois Secondary Marketing and Distributive Education Association consultant. Paul was essential in the development of jury panels, identifying competencies and interviewing employees in the automotive and petroleum industry.

Mr. Joseph Young, Daley College of Chicago, was the consultant representing the Illinois Community College Marketing and Management Association. Joe was also essential in the development of jury panels, competency identification, interviewing employees in the automotive and petroleum industry and developing career materials.

Dr. Richard F. James, University of Wisconsin-Whitewater, Mr. Mike Russell, Glenbard East High School were research assistants for the project. Their duties included conducting task analyses, studying the automotive and petroleum industry education materials and making contacts with automotive industry personnel.

APPENDICES TO FINAL REPORT

OF

PHASE I AUTOMOTIVE AND PETROLEUM
CURRICULUM RESEARCH

Appendix A -- Includes letter to selected state of Illinois Distributive Education Coordinators and Interested Personnel, the Automotive and Petroleum Questionnaire materials; including the Demographic Data sheet, Instructional Data sheet and the questionnaire.

Appendix B -- List of prioritized competencies to be used in Phase II.

Appendix C -- Automotive and Petroleum Industry Career Information.

Appendix D -- Evaluation Instrument used in Phase I.

APPENDIX A

Letter to selected state of Illinois Distributive Education Coordinators and Interested Personnel

Automotive and Petroleum Questionnaire materials

Demographic Data Sheet

Instructional Data sheet and Questionnaire

TO: Selected State of Illinois Distributive Education Coordinators and Interested Personnel

FROM: E. Edward Harris

SUBJECT: Distributive Education Curriculum Research

DATE: February 1, 1980

Thank you for agreeing to conduct interviews with competent workers in the field of marketing to help in designing marketing and distributive education curricula in the state of Illinois.

It goes without saying that without your assistance, complete data would be almost impossible to accumulate. We want to express our thanks once again for volunteering to do this; not only to help us, but for the improvement of our profession.

We are now ready for you to begin gathering data. Enclosed are the questionnaires answer sheets, and instructions on how to administer the questionnaires.

In your selection process, please select the most competent employees in the field of Automotive and Petroleum Industry that are available that meet the following criteria:

Automotive and Petroleum Sales-Service Person: The entry level position being researched has been defined by a jury of business people in the field of Automotive and Petroleum as a Sales-Service Person.

The job description of Sales-Service Person includes the following:

Possesses a general understanding of the Automotive and/or Petroleum Industry. The individual should be particularly skillful in various aspects of marketing including product and/or service technology, selling, communications, human relations and operation.

We would suggest that you line up in advance the time and place for the interview since it will require approximately one hour to administer. Please stress to the employee the importance of what he or she is doing. They might be interested to know that the end result of this study will be a curriculum guide that will be published by the state of Illinois for the distributive education programs throughout the state and possibly throughout the country and will become a basis for the DECI competency based list of competitive events.

Please use a #2 pencil for marking the responses on the answer sheet. Read through the instruction sheet before administering the questionnaire. If any questions arise, please notify us before your interview. It is very important that the steps be followed closely. Also, to keep on schedule we ask that you return the completed surveys by March 31, 1980. Thank you for your cooperation.

ksv/EEH

AUTOMOTIVE AND PETROLEUM COMPETENCY QUESTIONNAIRE

Part A: Demographic Data

Name of Firm _____

Address of Firm _____
Street City Zip

Telephone Number of Firm ( ) _____
Area Code

Type of Firm: _____

_____

Size of Locality of Firm:

_____ Rural or Town (1-5,000)

_____ Small City (5,001-25,000)

_____ Medium City (25,001-100,000)

_____ Large City (100,001-250,000)

_____ Metropolitan/Suburban (over 250,000)

_____

Number of Employees in Firm at this Location:

_____ 1-20 _____ 21-50 _____ 51-100 _____ Over 100 employees

_____

Name of Person Interviewed _____
First MI Last

Sex of Person Interviewed: _____ Male _____ Female

Age of Person Interviewed: _____ Less than 21 _____ 21-30 _____ Over 30

Length of Time in the Automotive and Petroleum Industry:

_____ Less than 1 year _____ 1-5 yrs. _____ 6-10 yrs. _____ Over 10 yrs.

Length of Time in the Position as Automotive and Petroleum Sales-Service Person:

_____ 1-2 yrs. _____ 3-4 yrs. _____ 4-5 yrs. _____ Over 5 years

Current Job Title _____

-continued-

Sample Job Titles:

_____ Automotive Sales Trainee

_____ Automotive Rental Clerk

_____ Counter Sales Person

_____ Automotive Accessories Counter Sales Person

_____ Automotive Parts Counter Sales Person

_____ Deliverer-Parts

_____ Counter Order Picker

_____ Head Clerk - Parts

_____ Parts Clerk

_____ Deliver-Car Rental

_____ Automotive Service Station Attendant

_____ Salesperson Automotive Services

_____ Service Person

Have you ever received any type of formal vocational training in the Automotive and Petroleum Industry other than In-Firm training?

_____ yes _____ no

Where?

AUTOMOTIVE AND PETROLEUM INDUSTRY COMPETENCY QUESTIONNAIRE

Part B: Instructional Data

DIRECTIONS: Arrangements should be made for the person being interviewed have a minimum of 60-90 minutes of uninterrupted time so that the interviewee can give the research the required concentration.

Place Administered: _____

Before work _____ During work _____ After work _____

NOTE: Please Read the Following Instructions To Each Respondent.

Listed below are competencies (Knowledges, Skills, and Attitudes) considered to be a part of the AUTOMOTIVE AND PETROLEUM SALES-SERVICE PERSON.

Please check the importance of each competency by the use of the following scale:

A = ESSENTIAL to be a competent employee

B = IMPORTANT but not essential to be a compete

C = NOT IMPORTANT to be a competent employee

Please match the number of the scale to the identical number in each column on the answer sheet. Answers may be continued on the back of each answer sheet.

PLEASE NOTE: If after completing this questionnaire, you know of other knowledges, attitudes, or skills that are a part of your job, please add these competencies to the end of the list.

THANK YOU FOR YOUR COOPERATION

AUTOMOTIVE AND PETROLEUM SURVEY

AREA OF ADVERTISING

Knowledge of/or Understanding that:

1. The uses of promotional and institutional advertising.
2. The procedures for handling mail and telephone orders in response to ads.
3. The various methods which can be used to inform customers of special events.
4. The purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume and introduce new products.
5. The significance of brand names in that they are likely to create customer preference and establish a company or product in the public mind.
6. The supply of merchandise available to back up an ad effectively.
7. How to make personal sales calls in an effort to increase business.

Skill:

8. In keeping personnel informed of sales promotion activities within the store.
9. In studying specific information in ads and using the advertised facts effectively in selling.
10. In correctly informing customers of the location of advertised merchandise within the stores.
11. Ability to make comparison shoppings of a competitor's merchandise.

Attitude:

12. That although the ultimate goal of advertising is to sell goods and services, the salesperson usually completes the sale.
13. That good advertising will help increase sales for a department or store, creating interest and desire in customers.
14. That an awareness of competitors' advertised merchandise - its prices and competitive selling features - is beneficial in selling one's own merchandise.
15. That the available quantities of advertised merchandise should be checked before an ad breaks.
16. That advertising helps to build customer loyalty for the company.
17. That advertising presells services to the customer making the customer easier to sell once he is contacted by the company.
18. That advertising helps stabilize volume by maintaining interest during a slow selling period.
19. That effective advertising builds goodwill in customers.
20. That advertising can produce immediate sales or create a favorable attitude toward the company for future sales.
21. That advertising should be supplemented by attractive displays and an efficient sales force.
22. That it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.
23. That newspaper advertising must be read in order to keep informed of the advertising done by one's own company and its competitors.
24. An appreciation for advertising in its role as mass seller, bringing together buyer and seller and helping promote mass distribution for an economy geared to mass production.
25. That advertising, to be successful, must be believed by the customer.

AREA OF COMMUNICATIONS

Knowledge of/or Understanding that:

26. How to suggest changes to management.
27. How to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.
28. How to communicate with others in order to motivate them to work willingly.
29. The differences that exist in communications used in selling over the telephone and over the counter.
30. The situations in which to use a technical language or commonly understood language.
31. When to keep communications confidential.
32. Adult training classes offered for store employees and distributive workers by the local public school system and other agencies in the community.
33. The important benefits - both short and long-range derived from keeping the public as much aware of the store's image as possible.
34. To control grievances within the organization, employees should be given timely information concerning policies and procedures.

Skill:

35. In using the telephone correctly and most effectively.
36. In receiving or giving telephone orders, complaints and messages.
37. In satisfactorily handling customer inquiries for general information.
38. In interpreting company policies to customers.
39. In listening to and following directions.
40. In using the terminology of distribution and developing a vocabulary descriptive of the service being sold.
41. In effective use of speech and vocabulary.
42. In selecting and using words suitable to the nature of the service being sold.
43. In writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.
44. In preparing forms legibly so that errors in quantities, shipping, pricing information, etc. can be eliminated.
45. In communicating effectively with customers, co-workers and supervisors.
46. In interpreting and explaining time payment principles that apply to various credit arrangements.
47. In listening to customers' names and addresses and writing them correctly.
48. In writing grammatically correct, attention-getting advertising copy.
49. In developing descriptive phrases and sentences to be used in selling the service of the company.
50. Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.
51. Ability to stimulate customer interest with trademark slogans, similies, etc.
52. In translating technical words concerning a product or service into the customer's language.

Attitude:

53. That the ability to communicate skillfully in good English is essential to a person's business advancement.
54. That poor or awkward grammar lowers company personnel, company image and the value of the service in the estimation of the customer.
55. That a company's news medium is an excellent way to keep employees informed of changing policies, individual and employee activities and coming events.
56. That in distributive occupations the "spoken word" is an important tool of the trade.

57. An awareness that product knowledge and business trends can be obtained by reading trade and business journals and publications.
58. An awareness that the voice can be used to express conviction and convey confidence.
59. That the tone of voice can express sincere welcome and eagerness to be of service.
60. An appreciation of the value of correct enunciation and pronunciation in speaking.
61. A belief that the voice is an important medium through which selling is accomplished.
62. A feeling that voice tone quality enhances the value of the merchandise described.
63. An awareness of the importance of adequate service knowledge in telephone selling.
64. That by listening "with a sensitive ear" one can often detect true sources of complaints or grievances among company personnel.
65. An awareness that nothing is quite so important or contagious as enthusiasm - for the company, for the service, and for the customers.
66. A belief that an important phase of management's responsibility in any organization is communication.
67. Belief that communication must be a two-way process between management and employees.
68. A realization that even in the most skillfully constructed communications misinterpretations will develop.
69. Belief that management has a responsibility to keep informed of technical advances and new methods in marketing and distribution by reading trade journals and publications.
70. A realization that first impressions are important to the business and last impressions are longest remembered.
71. Awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.
72. A realization that gestures help convey feelings in spoken communications.
73. That attending departmental meetings is a good way to keep informed of promotions, changing methods and operating picture.

AREA OF DISPLAY

Knowledge of/or Underatanding that:

74. The use of various types of display fixtures for the most advantageous display of merchandise.
75. The housekeeping procedures necessary for the proper upkeep of department displays of merchandise.
76. The various types or arrangements of displays (pyramid, stairstep, etc.) which can be used in window or interior displays or merchandise.
77. The ways to letter and design a simple sign.
78. How to use backgrounds in display construction that enhance, not detract, from the merchandise.
79. The uses which can be made of manufacturers' display aids.
80. The principles of mass display.
81. The best arrangements for advertised merchandise on counters, tables, or shelves.
82. The ways to develop displays that feature merchandise as near by as possible to the way it will be used.
83. How to develop display signs for self-service of self-selection fixtures that provide the customer with the key features and selling price of the merchandise.
84. How to use available display space to the best advantage.
85. How to use cartons, cases and boxes effectively in building special displays.
86. How to create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

Skill:

87. In arranging counter displays of merchandise.
88. In arranging attractive window displays.

89. In rearranging or replacing merchandise sold from interior displays.
90. In selecting merchandise for display that is seasonal and timely.
91. In displaying merchandise as it can be used.
92. In scheduling and featuring merchandise in displays at the same time it is being advertised.
93. In dismantling displays so that neither the product nor the fixtures will be damaged.
94. In planning and developing major or seasonal display themes.
95. In using mass display in setting up displays of large quantities of merchandise.
96. In developing display signs for self-service or self-selection fixtures that provide the customer with the key features and selling price of the merchandise.
97. In using manufacturers display aids with discretion.
98. In using the best selling locations with the company or department to place effective displays.
99. In using related items or logical grouping display to make it easier for the customer to shop.
100. In using price cards to emphasize the price of merchandise being shown.
101. Ability to letter and design a simple sign.
102. In using various arrangements of merchandise in window or interior display.
103. In using various types of display fixtures for the most effective display of merchandise.

Attitude:

104. That good display of a service is a prime factor in developing a customer's interest.
105. That the more customer exposure a service has the more sales it should produce.
106. That self-selection merchandise must be properly signed or identified for greatest ease in customer selection.
107. That good display can be used to create prestige, obtain publicity, educate the public, show new uses for services and build goodwill.
108. That displays should reflect the character of the company in both quantity and quality.
109. That displays should be changed often to maintain interest from customers.
110. That open-back windows exposing an attractively displayed interior have a strong attracting power over passing customers.
111. That customers through their past selections actually determine where merchandise should be located in open displays.
112. That color plays an important part in the customer's acceptance of merchandise.
113. That window or prime interior display space should not be used to dispose of slow-selling merchandise.
114. That effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.
115. That window display of merchandise should feature merchandise in which the public has demonstrated an interest.
116. That an item of merchandise should be alloted display space based on its sales volume.
117. That special displays can create a favorable price-image in the minds of customers.
118. That clean store display windows enhance the merchandise being shown.
119. That display merchandise not quickly returned to selling departments usually increases inventory shortages.
120. That the preparation for and setting up of displays must be supervised and approved for adherance to company promotional policies.
121. That good display (or visual merchandising) plays a major role in the volume movement of goods.
122. That increased traffic from advertising, special promotions and sales can only be retained by the company presenting and displaying its services in a manner both pleasing and easy for the customer to shop.

AREA OF ECONOMICS

Knowledge of/or Understanding that:

123. An employee should know that the main objective of anyone who undertakes a business is to earn a profit.
124. An employee should be able to state how his personal advancement and prosperity can be determined by the contribution he makes to the success of the business in which he is employed.
125. An employee should be able to name his employers competitors.
126. An employee should identify economic problems which can be created due to the lack of efficient business management.
127. An employee should know how to calculate inventory for his place of employment.
128. An employee should be able to identify the factors which will influence the demand for a product. (i.e. usefulness; standard of living, advertising, salesmanship, customs.)
129. An employee should be able to compare the direct and indirect relationship between the price of a product and the demand for the product.
130. An employee should be able to define the characteristics of a buyers' or a sellers' market.
131. An employee should be able to describe the functions of the manufacturer, wholesaler, and the retailer in our economic system.
132. An employee should be able to sell a product in a nonprice competitive market as well as a price competitive market.
133. An employee should be able to show the direct relationship between consumer demands and the goods and services businesses can produce and market for a profit.
134. An employee should be able to calculate profit or loss in a business.
135. An employee should be able to identify the factors which will influence the supply of a product. (i.e. government price ceilings, cost of production, competition)
136. An employee should be able to identify the effect labor unions have on a business organization.
137. An employee should be able to define selling costs as the costs of activities directed at persuading a customer to buy.
138. The influence of competition on product, price, promotion and place.
139. The relationship of supply and demand and its influence on the marketing functions.
140. The characteristics of the free enterprise system such as individual investment opportunities, motivations, and rewards.
141. The characteristics of capitalism, socialism and communism as they affect the economy.
142. The characteristics of various competitive structures.
143. The effects of consumerism movement upon the economy, business, and the individual.

AREA OF HUMAN RELATIONS

Knowledge of/or Understanding that:

144. How to get results through people by practicing effective human relations.
145. The factors which appear to affect employee morale.
146. How to dress appropriately for the job and maintain a well-groomed appearance.
147. How to be orderly and systematic.
148. How to show an interest in others.
149. The evidences of poor morale-high personnel turnover, numerous grievances, increased absenteeism and tardiness, restriction of output and tardiness.
150. Morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.
151. Supervisors or managers accomplish results by encouraging employees to work toward mutually beneficial objectives.

152. A positive attitude is usally reflected in one's work.
153. The supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.
154. Human relations in the retail organization consists of an inter-dependence with fellow employees, supervisors and customers.
155. Personnel usually understand and comply more readily with policies and procedures which they have helped develop.
156. Employees will comply more readily with policies they understand.

Skill

157. In developing and maintaining harmonious relationships with other employees.
158. Ability to capitalize on the talents and attributes of employees both to their benefit and that of the business's.
159. In working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.
160. In representing the business favorably to customers and outside business associates.
161. In adapting to the personality and needs of customers.
162. In exercising self-control during trying situations.
163. In accepting criticism and turning it into a character-building element.
164. In maintaining an objective point of view in problem situations.
165. In developing personality traits necessary for successful job performance.
166. In avoiding misrepresentations of people, products and policies.
167. In demonstrating initiative and creativity.
168. In adjusting to change.
169. In generating enthusiasm toward people.

Attitude:

170. That the store's personnel policies are established for the benefit of the store and the employee.
171. That next to job performance, human relations is an employee's greatest responsibility.
172. That the worker's satisfactory job performance includes not only what he does, but also how he influences other people, whether good or bad.
173. That employee morale is a primary responsibility of management.
174. That honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping and stockkeeping in addition to jobs that require working with money.
175. An awareness that understanding others and one's self is basic to working harmoniously together.
176. That leadership concentrates on effective relationships with others, but is oriented toward making progress and achieving results.
177. An awareness that an employee must be willing to accept and adjust to change.
178. An awareness of the necessity to perform tasks in addition to one's job responsibilities when situations necessitate.
179. A belief that a supervisor should set an example of personal work habits and character which employees can emulate.
180. An awareness that good personal appearance helps create effective customer impressions.
181. A feeling that good human relations within a company build good public relations.
182. An awareness that good human relations improve employee morale by encouraging cooperation, generating happiness and creating harmony.
183. An awareness that creativity among store personnel should be rewarded.
184. A willingness to accept and put into practice the planned policies and procedures of management.

185. An awareness that good human relations depends on the personality factor and the adjustment of personalities.
186. A realization that employees' ideas often prove beneficial when incorporated into business operations.
187. A realization that employee morale is influenced by the supervisor's attitude.
188. That the store's participation in local community fund-raising events usually creates goodwill toward the store from the public.
189. An awareness that motivation is closely connected with communication.

AREA OF MARKETING

Knowledge of/or Understanding that:

190. The student should be able to understand the flow of service from the producer to the point of sale. -- channels of distribution.
191. The student should be aware of all the businesses that take part in the movement of goods from the producer to the point of sale and the work they perform.
192. The student should be able to analyze the struggle among sellers for the customer's money.
193. The student should be able to distinguish all of the potential consumers for the service.
194. The student should be able to visualize that basically all activities in the business system are dictated by the needs and desires of the goods and services.
195. The student should be familiar with the goods and services offered to meet consumer needs and wants.
196. The student should be able to differentiate the combination of the different forms of product promotion such as advertising, sales promotion, personal selling and publicity.
197. The student should be able to understand the possibilities of loss that businesses are exposed to.
198. The student should be able to judge the increased usefulness of a product to a consumer as a result of form, time, place and possession availability.
199. The student should be aware of the functions that have to be performed successfully for a business to continue such as financing, buying, storing, servicing and transportation, etc.
200. The student should be able to compare the interaction between products available and the ability and desire of customers to own those products.
201. The student should be able to understand that profit is the driving force behind the free-enterprise system which provides incentives, allocates resources, measures productivity, finances growth and gives society a control over business activities.

AREA OF MATHEMATICS

Knowledge of/or Understanding that:

202. How to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.

Skill:

203. In multiplying and extending figures with facility.
204. In adding columns of figures with facility.

205. In computing local, state and federal taxes which must be applied in the sale of services.
206. In keeping stock control books-posting prices, codes and sales.
207. In making change and using the cash register.
208. In accurately calculating the exact amount of a customer's purchase.
209. In using and translating percentages with facility.
210. Ability to maintain mathematically correct stock control records.
211. In explaining time-payment principles.
212. Ability to make change quickly and accurately.
213. In preparing cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods.
214. Ability to balance cash drawers against register readings.

Attitude:

215. That carefully calculating the exact amount of a customer's bill will prevent losses.
216. That retail prices must be carefully placed services so as to cover the cost of operation and yield a profit.
217. That careful use of the cash register will reduce inventory and money shortages.

AREA OF MANAGEMENT

Knowledge of/or Understanding that:

218. Company employee evaluation policies and procedures.
219. Plans and policies related to customer service.
220. Procedures for compliance to OSHA regulations, and company accident prevention and safety policies.
221. Procedures for employee or customer accidents.

AREA OF MERCHANDISING

Knowledge of/or Understanding that:

222. The company's price-line structure and pricing policies.
223. The ways prices psychologically affect consumers.
224. Federal and state laws applicable to pricing.
225. The uses of forms and records necessary in inventory control.
226. Stock counts are taken for inventory-control purposes and for ordering purposes.
227. The ways to handle special orders for customers.
228. The store's methods or procedures used for changing retail stock prices up or down.
229. The procedures involved in a merchandise count for physical inventory.
230. The uses of the information available from unit inventory control systems.

Skill:

231. In placing reorders as soon as the need is discovered to assure depth of stock in unwanted merchandise.
232. In interpreting consumer demand as it applies to the merchandise in the selling department.

233. In keeping up-to-date on trends through trade journals, central buying office aids, etc.
234. Ability to use the company's merchandise order forms.
235. In taking accurate stock counts of merchandise for ordering, inventory or unit-book-control.
236. Ability to participate in merchandise counts for physical inventories.
237. In handling special orders of merchandise for customers.
238. In using forms and records necessary in inventory control.
239. In interpreting and using the information available from unit inventory control systems.
240. Ability to check pump meters and stick-measure gasoline tanks in determining the amount of fuel on hand.

Attitude:

241. That stockkeeping errors or losses affect company profits.
242. That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.
243. That the buyer must be kept informed of low quantity points of staple stocks.
244. That a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment and rapid turnover can be achieved.
245. A belief that unit inventory control systems must be kept up-to-date if they are to be useful in planning and making purchases.
246. That manufacturer representatives are a source of market, merchandise and product information and consumer information.
247. That one must be constantly alert to discover "hot items" and follow through with additional merchandising and promotional activities.

AREA OF OPERATIONS

Knowledge of/or Understanding that:

248. How to plan for a balanced and complete inventory by considering such factors as customers' needs and wants, competitive conditions in the market area served, current trends in sales, customer buying habits.
249. How to obtain market, merchandising, product, and consumer information from suppliers, central buying offices, distributor, etc.
250. How to analyze economic forecast indicators such as local employment conditions, inflation, strikes, etc.
251. How to establish pricing policies to assure an adequate gross margin by considering such factors as customer demand, needed markup, competitor's price, leader and odd pricing, distressed or damaged products, seasonal products, etc.
252. How to establish the markup for each product or product line.
253. How to determine the timing of price reductions and the percentage of markdowns.
254. How to prepare products for storage: unload trucks, unpack crates, boxes, etc., and arrange products in appropriate storage areas.
255. How to follow correct procedures in handling defective/damaged merchandise, incorrect amounts, and merchandise returns.
256. How to determine the best location for stock within the station and pump island considering shelf and floor space and available fixtures.
257. How to trade vehicles with other franchise dealers.
258. The checking procedures when receiving shipments -- actual count, spot check, quality control, etc.
259. When to inform superiors when a stock item is low and should be reordered.

260. Read reports, forms, policies, product information, etc.
261. Compose and complete correspondence, reports, forms, and notes.
262. When to notify supervisor when there is insufficient materials to fill order or requisition.
263. When to contact customer if order or requisition is unclear, incomplete, or there are significant price changes.

Skill:

264. In determining the amount of inventory on hand from inventory records or actual count.
265. In estimating customer demand based on analysis of past sales, forecast of future sales, special promotional activities, seasonal purchases for products (e.g. antifreeze, snow tires, air conditioning supplies, etc.)
266. In determining necessary maximum and minimum quantities for basis stock and sale items to assure depth and assortment of stock.
267. In determining and selecting suppliers for petroleum and TBA products by comparing costs of different suppliers including transportation, terms, and discounts and comparing quality by considering packaging, brand names, grades, value, etc.
268. In completing appropriate ordering procedures and forms and placing orders to assure timely delivery.
269. In following up on completions and delivery of orders.
270. In determining amount of fuel on hand, checking pump meters, and stick measuring gasoline.
271. In marking and changing prices on merchandise.
272. In operating ticket machine, stampers, and other pricing equipment.
273. In establishing a receiving schedule for gasoline, oil, and TBA products.
274. Skill in checking deliveries for completeness of order and condition of incoming products.
275. In completing receiving records such as freight ticket, receiving record, and invoice.
276. In following through on non-delivered or lost merchandise and file claims.
277. In preparing merchandise for stocking; selecting appropriate items; cleaning when necessary.
278. In analyzing reasons for return of merchandise and take corrective action.
279. In stocking merchandise in appropriate place and appropriate manner, keeping shelves filled, face merchandise to front, maintain a good appearance of products.
280. In determining the optimum inventory mix of TBA and related petroleum products.
281. In conducting periodic physical inventories.
282. In maintaining accurate inventory control records.
283. In analyzing inventory records to detect stock shortages and overages.
284. In determining amount of inventory on hand from inventory records or actual count.
285. In determining and selecting suppliers for various parts and vehicle-related items by comparing costs of different suppliers including transportation, terms, and discounts and comparing quality by considering packaging, brand names, grades, value, etc.
286. In establishing a receiving schedule for incoming vehicles, parts, accessories, tools and equipment.
287. In preparing products for storage, unload trucks, unpack, arrange merchandise in stock area.
288. Ability to conduct a complete physical inventory when required.
289. Ability to plan for and conduct the physical handling of merchandise.
290. Use legible handwriting in preparing forms, messages, and records.
291. Listen attentively to directions, assignments, and information from customers, supervisors, or managers.

292. Use the telephone correctly and courteously.
293. Demonstrate ability to assemble correct materials from warehouse as noted on customer order or stock requisition forms.
294. Demonstrate ability to process documents upon completion of assembling order (packing list, invoice, etc.).
295. Demonstrate ability to use appropriate methods of closing, sealing, and securing shipping cartons, boxes, and containers.
296. In planning and scheduling work tasks and assignments.

AREA OF PRODUCT AND/OR SERVICE TECHNOLOGY

Knowledge of/or Understanding that:

297. The ways to interpret the features of a product in terms of benefits to customers.
298. The ways to show that an item of merchandise is suited for the purpose the customer has in mind.
299. Sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags.
300. The delivery area served by the store, delivery schedules and delivery charges.
301. The ways to handle merchandise when placing it in stock how to keep it clean.
302. The various locations of merchandise on the selling floor and in reserve stock.
303. Substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitutes.
304. The uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.
305. The values of advertising information to the salesperson.
306. Adequate merchandise information will enable the salesperson to increase sales as well as his earning capacity.
307. Merchandise information is a useful tool in opening a sales conversation with a customer.
308. Merchandise guarantees and directions protect both the customer and the store and help increase sales.
309. The product features and customer acceptance of competing products.
310. Labels taking the form of tags, stamps, wrappers, etc., identify products as to their content.
311. Brand or trade names identifying products by producer or distributor.
312. How to suggest to customers the best way to arrive at a destination, using a knowledge of local streets, highways and route numbers.

Skill:

313. In knowing what to look for when making comparison shoppings of a competitor's services.
314. In using facts about the merchandise itself when helping a customer make a buying decision.
315. In expressing customer benefits that accompany a service's selling features.
316. Ability to use brand or trade names to help customers identify and select products or merchandise.
317. In selecting and quoting factual comments about certain services.
318. In using a knowledge of the features and customer acceptance of competing services and points of superiority of the service being discussed during a sale.
319. Ability to translate merchandise label information into selling points.
320. Ability to read and interpret various automotive service guides or charts when determining the best way to service a particular model car.

321. In explaining to customers service uses of SE, SD, SC, SB motor oils.
322. Skill in advising customers to select oils on the basis of viscosity characteristics (5W, 10W, 20W, 20, 30, 40, and 50) and car manufacturer's specifications.
323. In distinguishing between the types of lubricants (borium lithium, calcium sodium, multi-purpose greases) and explain their uses.
324. In explaining the characteristics and uses of automotive fluids including brake, power steering, and transmission fluids.
325. In explaining fuel oil delivery programs.
326. In selecting and recommending types of gasoline: leaded (regular or premium), unleaded, required by automobiles based on octane requirements.
327. In distinguishing between the types and uses of materials in tire construction such as steel, rayon, cotton, and rubber compounds.
328. In distinguishing between the parts of a tire including the carcass, plies, the bead, tread and tread design, sidewalls, and the inner liner.
329. In distinguishing between the terms "plies" and "ply rating" of tires.
330. In explaining the relationship between the types of materials used in construction and the parts of a tire as determiners for price and quality.
331. In selecting from the types of tires including bias-ply, belted, radial, and recommend on the basis of a customer's usage and budget requirements.
332. In distinguishing between "speed" ratings of radial tires including SR and HR ratings.
333. In explaining the difference between the elements of a tire size markings including tread width and rim diameter.
334. In explaining to customers what is meant by D.O.T. markings.
335. In analyzing the components of a battery such as the number and size of plates, the type of container used and terminal locations.
336. In explaining the care requirements of batteries including cleaning terminals, installation and removal, and maintaining acid levels in each cell.
337. In explaining the feature-benefits of batteries such as cranking performance, reserve capacity, and expected life.
338. In utilizing storage and precautionary measures when handling batteries.
339. In recommending batteries on the basis of a customer's budget and usage requirement.
340. In distinguishing between different types of oil filters including depth, surface, and combination filters.
341. In explaining the feature-benefits of oil filters including the amount of filter area, filtering capacity, and expected life.
342. In explaining the feature-benefits of air filters including the amount of filter area, filtering capacity, and expected life.
343. In explaining the relationship between the air filter, the air filtering process, and automobile performance.
344. In explaining the functions of gasoline filters including the removal of dirt, dust, and other foreign particles from the gasoline.
345. In recommending the replacement of gasoline filters.
346. In explaining the function of the PCV valve and make recommendations regarding the need for replacement.
347. In operating station equipment including gas pumps, air compressors, air meters, lubricating equipment, hydraulic hoist, tire changers, hydraulic jacks, battery changer, and tow truck.
348. In explaining the characteristics and uses of permanent (propylene based) and nonpermanent (alcohol based) antifreezes.
349. Skill in explaining the characteristics and uses of coolant additives such as antifreeze boosters and rust and corrosion inhibitors.
350. In analyzing conditions of fanbelts which contribute to wear or failure such as frayed edges, cracks and recommend replacement.
351. In analyzing the causes for lighting failure (shorts, high and low voltage, corrosion) and recommend replacement of automotive lighting including parking lights, directional signals, headlights, back-up lights, and tail lights.

352. In distinguishing between types of aprk plugs - resistor and non-resitor plugs.
353. In selecting replacement spark plugs utilizing available resources (spark plug guides, manufacturer's manuals) on the basis of thread size (14mm, 18mm) and heat range (hot, cold) required.
354. In organizing catalogs and price sheets.
355. In keeping price schedules and sales policies current.
356. In correcting catalogs and inventory files when necessary.
357. In reporting changes in catalog listing to sales personnel.
358. In retaining current warranty policy information.
359. In studying product catalogs and/or product literature.
360. In confering with manufacturer's representatives.

Attitude:

361. That a continual program of training and retraining employees with product knowledge must be carried out.
362. That a familiarity with trade journals will supplement product, merchandise and service knowledge as well as current business trends.
363. That a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.
364. That adequate merchandise knowledge usually creates in the salesperson enthusiasm for his goods and adds to his self-confidence.
365. That usually benefits are bought rather than the service.
366. That merchandise information is obtainable from customers, competitors, sales representatives, producers, fellow sales employees and supervisors.
367. That keeping informed of merchandise and product information makes the sales supporting job more interesting.
368. Belief that adequate merchandise will help increase sales and promote better customer relations.
369. Belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.
370. That specific merchandise information may be found in advertisements.
371. That merchandise information can be gained by handling merchandise and by using it.

AREA OF SELLING

Knowledge of/or Understanding that:

372. The ways to show or display merchandise to create interest and desire in customers.
373. The ways to demonstrate a service to create interest and desire in customers.
374. How to get merchandise into the customer's hands to create desire and attachment to the item.
375. How to provide information about merchandise which will create desire or interest in customers.
376. How to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.
377. How to handle individual differences in customers.
378. The ways to help a customer make a buying decision.
379. The customer approaches such as greeting, merchandise and service which may be used when opening a sale.
380. The procedures involved in conducting a cash sale transaction.
381. The procedures for conducting a charge sale transaction.
382. How to properly handle charge plates during a charge sale transaction.
383. How to operate a cash register correctly.

384. The store's procedures for handling merchandise being returned by the customer for exchange, cash refund or charge credit.
385. How to make change and count it back to the customer.
386. The procedures to use when writing out saleschecks.
387. The ways to determine how and when to close a sale.
388. The importance of credit as a selling tool.
389. How to translate service knowledge into customer benefits.
390. The ways to handle customer complaints according to store policy.
391. The store's credit policies, terms and credit plans.
392. Department and merchandise locations within the store.
393. The selling features of products and/or services.
394. Customer loyalty can be built with timely merchandise and friendly service.
395. Stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register or ringing the sale onto the wrong key.
396. How to analyze customer needs.
397. How to handle C.O.D. sales, lay-away sales and installment credit sales.
398. How to process checks received in payment for services used.
399. The store's delivery schedule.
400. The store's policies concerning Will-Call or Lay-away department.
401. How to handle mail or telephone orders for services.
402. How to use a lubrication and oil change file system for reminding customers when this car service should be performed.
403. How to prepare or organize stock for accurate and fast counting during an inventory.
404. The housekeeping duties which must be performed in connection with proper stock care.
405. A combination of seeing, hearing and participation on the part of the customer helps strengthen a sales presentation.
406. Effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.
407. The effects of underselling are often as harmful as overselling.
408. How to detect and point out to customers automobile parts that need replacement.

Skill:

409. In distinguishing a customer's personal characteristics while talking to him.
410. In meeting sales quotas.
411. In determining when to approach a customer to open a sale.
412. In showing a genuine interest in the customer's problem.
413. In determining where the customer is in his thinking and proceeding to assist him through the remaining decisions in the buying process.
414. In opening a sales conversation with a suitable statement or remark.
415. In listening for indications regarding the prices a customer wants to pay during a sale.
416. In sensing a customer's objections and handling them as effectively as possible.
417. In closing a sale with a statement appropriate to the occasion or the season.
418. Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.
419. In locating stock on the selling floor, in an understock or a reserve stock.
420. Ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.
421. In determining the best location and arrangement of stock on the selling floor, in an understock or a reserve stock.
422. Ability to determine the buying motives of customers and then appeal to them.
423. Ability to question, observe and listen in order to complete a successful sale.

424. Ability to provide customers "facts and benefits" with discretion, analyzing and judging their reactions.
425. Ability to engage appropriate timing in every phase of the sales presentation.
426. Ability to efficiently handle a cash register.
427. Ability to efficiently handle charge sale transactions.
428. Ability to efficiently handle a cash sale transaction.
429. In helping a customer make a buying decision.
430. Ability to get merchandise into the customer's hands to create desire and attachment to the item.
431. In determining when and how to close a sale.
432. Ability to determine the correct change and count it back to a customer during a cash sale according to company procedure.
433. Ability to tactfully handle difficult customers.
434. In properly writing out saleschecks.
435. Ability to serve customers in the manner or style that management desires.
436. Ability to quickly spot low-stock items and on a priority basis refill immediately if there is a reserve stock.
437. Ability to perform such car-servicing tasks as lubricating, changing tires, replacing mufflers and charging batteries.
438. In operating service or tow trucks to service stalled automobiles.

Attitude:

439. A feeling that each customer is an "individual."
440. A feeling that the customer needs the service or product being offered.
441. A feeling of sincere interest in customers and their problems.
442. A belief that the job of selling contributes to the well-being of customers.
443. A strong interest in the merchandise or service being sold.
444. A conviction that selling is important to the store and to the economy.
445. A feeling that value is added to merchandise that is handled with care and respect.
446. A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.
447. That customers' objections must be handled and overcome with respect.
448. That a customer's complaint is an excellent opportunity to build goodwill.
449. That good display of merchandise is a prime factor in developing a customer's interest.
450. That suggestion selling is a service to the customer and also increases volume and profits.
451. That the act of selling is helping the customer obtain maximum personal satisfaction for money spent.
452. That basic product information is necessary to demonstrate good selling practices.
453. That sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.
454. A realization of the importance of the salesperson's position in regard to his public relations function.
455. That the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.
456. That today's customer keeps up-to-date on recent developments, is often presold when she arrives in the store, is alert to new ideas, wants facts about the merchandise and expects wide assortments.
457. That today's customer chooses the store where shopping conditions are most pleasant.
458. That the customer - by his very act of complaining - is giving the store an opportunity to correct a possible fault in its operation.
459. A feeling of pride in being a salesperson.

460. A belief that to avoid confusing the customer a reasonable number of an item should be shown at one time.
461. A belief that one must know the merchandise being featured in interior and window displays in order to do an adequate selling job.
462. That customers should be approached promptly and not be kept waiting.
463. A belief that one should live up to promises made to customers.
464. A belief that one should take advantage of sales training opportunities.
465. An awareness that each salesperson should attempt to meet his sales quoata in order to meet established job performance.
466. That the department manager must be promptly informed of services offered for which customers ask.
467. That merchandise must be carefully handled to reduce markdowns.
468. An awareness that people usually do not buy merchandise itself; rather, they buy merchandise benefits.
469. An awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.
470. That in keeping supplies and equipment replenished on the pump islands a higher degree of efficiency and customer goodwill can be maintained.
471. That one should give the best customer service with the customer always first in mind.

AREA OF OPERATIONS AND MANAGEMENT

Knowledge of/or Understanding that:

472. Knowing the procedures or policies for leaving the department or store for short periods during regular working hours.
473. Knowledge of the rules and regulations pertaining to lunch and other similar breaks.
474. Where to leave valuables during working hours and the identification or use of locker space for these valuables.
475. Rules and regulations of the store and how they apply to procedures in case of tardiness or absence.
476. Rules and regulations on the personal use of the store's telephone.
477. How to maintain a working environment where employees can have a sense of security and reasonable freedom from worry.
478. How, where, and when to receive wages.
479. Understand and be able to accurately check in an order, using whatever forms are required.
480. Proper care of company equipment and proper stock arrangements can help prevent accidents.
481. Although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all company employees.
482. Seemingly small savings in some expense areas can mean a substantial gain in profits.
483. Careful use of supplies will help control expenses
484. Mail and telephone order services not only build customer goodwill but also help increase sales.
485. The availability and location of customer facilities.
486. How to record and report federal and state sales taxes.
487. Procedures for reporting and handling damaged merchandise.
488. How to use sales sheets in the reporting of daily sales in a department.
489. The amount on-hand of various items which is considered an adequate supply.
490. Understand the importance of a clean, neat backroom, and work area.
491. The procedures involved in checking merchandise in againrst an invoice.

492. The importance of the care and proper cleaning of the tools used on the job.
493. The procedures for handling incorrect amounts or types of merchandise received.
494. The uses of forms and reports necessary in stockkeeping.
495. The procedures for filing claims for merchandise damages, shortages and overcharges on carriers or manufacturers.
496. Know and understand what a private label product is.
497. Know corporate private label brands.
498. Know and understand the companys' chain of command/authority.
499. Understand procedures for corporate maintenance and repair services.
500. Know what regular proper action to take in the event of a power failure or a case failure.
501. The traffic flow of equipment for filling orders to avoid conjestion.
502. The company's safety rules and regulations.
503. The procedure for handling the mechanical breakdown of equipment.
504. The procedure for notifying proper individuals when stock is short or out.
505. The emergency procedures for automated equipment like cable lines and conveyors.
506. Be knowledgeable of phone numbers for emergency use (Manager's phone-home, maintenance services phone, local police/fire department, hospital clinic, main office, etc.)
507. Be aware and effectively use house organ publications information.
508. Be aware of corporate training/educational programs and support such policies and programs.

Skill:

509. In handling and caring for store equipment.
510. In following through on non-delivered or lost merchandise.
511. In handling incorrect amounts or types of merchandise received.
512. In accurately checking in merchandise against an invoice.
513. In reducing costly errors by maintaining proper records of company operations.
514. In planning and organizing work.
515. Ability to determine when newly-received product is of an unsatisfactory quality and should be returned to the supplier or warehouse.
516. In avoiding mechanical breakdowns by setting up a sound maintenance program and adhering to it.
517. In determining shipping and receiving discrepancies and taking the proper action.

Attitude:

518. A belief that careful and thoughtful consideration should be given to the probable effect each rule notice and practice will have on the feelings of all concerned.
519. A belief that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.
520. That salaries, commissions, bonuses and quotas have a direct influence on customer treatment and inter-personal relations of department personnel.
521. A belief that each employee should be made to feel his efforts are really appreciated.
522. A belief that employees should have a part in planning those things which affect their working conditions.
523. That conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.
524. Belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.
525. That salespeople must be continuously informed of new merchandise, new styles and merchandising trends through individual or group training.

526. That a well-kept store is a primary means of attracting and holding business.
527. Belief that employees must be trained with regard to safety measures and accident prevention.
528. A realization that expenses are an influential factor in merchandising profitably.
529. An awareness that customer facilities help meet competition, encourage one-stop shopping and attract customers to the store.
530. An awareness that special customer services and accommodations build customer goodwill and help increase sales.
531. An awareness of the part delivery service plays in promoting good public relations for the company.
532. An awareness that to improve delivery service, transactions should be recorded accurately and legibly and delivery dates promised carefully.
533. An awareness that personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.
534. That lines of authority should be followed, so that a department head or supervisor's position may not be weakened by management dealing directly with employees on matters that are logically in the supervisor's domain.
535. An awareness that to prevent shortages, merchandise being returned to vendors must be correctly recorded in inventory control records.
536. That complete records should be kept of all incoming merchandise for store protection.
537. That since cashing checks is a risky business every precaution should be taken when cashing them.
538. That empty cases and cartons should be quickly cleared from aisles to prevent customer and employee accidents.
539. That an understanding of products' profit contributions helps in determining which items to feature and in allocating prime space and locations.
540. That employees must be made aware of sales, profits, margins, expenses, etc. in order to gain their cooperative effort in striving for best possible profits.
541. That employees must be made alert to property protection and store security by supplying them information concerning fire and general safety regulations and procedures.
542. That in order to be best prepared for future management responsiblities trainees must be willing to work and train in various capacities within a store operation.
543. That a large group of repeat customer allows the dealer to make a near-accurate estimate of future sales volume which is helpful when planning a budget and scheduling work.
544. That the schedule of service station business hours should be arranged to meet the needs of the type customers being served and adjusted when their buying habits change.

APPENDIX B

Prioritized Competencies--Phase II

PRIORITIZED COMPETENCIES IN AUTOMOTIVE AND PETROLEUM

AREA OF ADVERTISING

Attitude:

1. That although the ultimate goal of advertising is to sell goods and services, the salesperson usually completes the sale.
2. That it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.
3. That advertising, to be successful, must be believed by the customer.

AREA OF COMMUNICATIONS

Knowledge of/or Understanding that:

4. How to suggest changes to management.
5. How to communicate with others in order to motivate them to work willingly.

Skill:

6. In using the telephone correctly and most effectively.
7. In receiving or giving telephone orders, complaints and messages.
8. In satisfactorily handling customer inquiries for general information.
9. In interpreting company policies to customers.
10. In listening to and following directions.
11. In using the terminology of distribution and developing a vocabulary descriptive of the service being sold.
12. In effective use of speech and vocabulary.
13. In selecting and using words suitable to the nature of the service being sold.
14. In writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.
15. In communicating effectively with customers, co-workers and supervisors.
16. In interpreting and explaining time payment principles that apply to various credit arrangements.
17. In listening to customers' names and addresses and writing them correctly.
18. Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.
19. In translating technical words concerning a product or service into the customer's language.

Attitude:

20. That the ability to communicate skillfully in good English is essential to a person's business advancement.
21. That in distributive occupations the "spoken word" is an important tool of the trade.
22. An awareness that the voice can be used to express conviction and convey confidence.
23. That the tone of voice can express sincere welcome and eagerness to be of service.
24. An appreciation of the value of correct enunciation and pronunciation in speaking.

25. A belief that the voice is an important medium through which selling is accomplished.
26. That by listening "with a sensitive ear" one can often detect true sources of complaints or grievances among company personnel.
27. An awareness that nothing is quite so important or contagious as enthusiasm - for the company, for the service, and for the customers.
28. Belief that communication must be a two-way process between management and employees.
29. A realization that first impressions are important to the business and last impressions are longest remembered.
30. Awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.

AREA OF DISPLAY

Attitude:

31. That good display of a service is a prime factor in developing a customer's interest.

AREA OF ECONOMICS

Knowledge of/or Understanding that:

32. An employee should know that the main objective of anyone who undertakes a business is to earn a profit.
33. An employee should be able to state how his personal advancement and prosperity can be determined by the contribution he makes to the success of the business in which he is employed.

AREA OF HUMAN RELATIONS

Knowledge of/or Understanding that:

34. How to dress appropriately for the job and maintain a well-groomed appearance.
35. How to be orderly and systematic.
36. How to show an interest in others.
37. Morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.

AREA OF MATHEMATICS

Skill

38. In multiplying and extending figures with facility.
39. In adding columns of figures with facility.
40. In computing local, state and federal taxes which must be applied in the sale of services.
41. In making change and using the cash register.
42. In accurately calculating the exact amount of a customer's purchase.
43. In using and translating percentages with facility.
44. Ability to make change quickly and accurately.
45. In preparing cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods.
46. Ability to balance cash drawers against register readings.

Attitude:

47. That carefully calculating the exact amount of a customer's bill will prevent losses.
48. That careful use of the cash register will reduce inventory and money shortages.

AREA OF MANAGEMENT

Knowledge of/or Understanding that:

49. Company employee evaluation policies and procedures.
50. Plans and policies related to customer service.
51. Procedures for compliance to OSHA regulations, and company accident prevention and safety policies.
52. Procedures for employee or customer accidents.

AREA OF MERCHANDISING

Knowledge of/or Understanding that:

53. Stock counts are taken for inventory-control purposes and for ordering purposes.
54. The ways to handle special orders for customers.
55. The store's methods or procedures used for changing retail stock prices up or down.

Skill:

56. A positive attitude is usually reflected in one's work.
57. The supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.

Skill

58. In developing and maintaining harmonious relationships with other employees.
59. In working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.
60. In adapting to the personality and needs of customers.
61. In exercising self-control during trying situations.
62. In accepting criticism and turning it into a character-building element.
63. In maintaining an objective point of view in problem situations.
64. In developing personality traits necessary for successful job performance.
65. In avoiding misrepresentations of people, products and policies.
66. In demonstrating initiative and creativity.
67. In adjusting to change.
68. In generating enthusiasm toward people.

Attitude:

69. That the store's personnel policies are established for the benefit of the store and the employee.
70. That honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping and stockkeeping in addition to jobs that require working with money.
71. An awareness that an employee must be willing to accept and adjust to change.
72. An awareness of the necessity to perform tasks in addition to one's job responsi bilities when situations necessitate.

73. A belief that a supervisor should set an example of personal work habits and character when employees can emulate.
74. An awareness that good personal appearance helps create effective customer impressions.
75. An awareness that creativity among store personnel should be rewarded.
76. A willingness to accept and put into practice the planned policies and procedures of management.
77. Ability to use the company's merchandise order forms.
78. In taking accurate stock counts of merchandise for ordering, inventory or unit-book-control.
79. Ability to participate in merchandise counts for physical inventories.
80. In handling special orders of merchandise for customers.

Attitude:

81. That stockkeeping errors or losses affect company profits.
82. That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.
83. That one must be constantly alert to discover "hot items" and follow through with additional merchandising and promotional activities.

AREA OF OPERATIONS

Knowledge of/or Understanding that:

84. How to follow correct procedures in handling defective/damaged merchandise, incorrect amounts, and merchandise returns.
85. The checking procedure when receiving shipments -- actual count, spot check, quality control, etc.
86. When to inform superiors when a stock item is low and should be reordered.
87. When to contact customer if order or requisition is unclear, incomplete, or there are significant price changes.

Skill:

88. In following up on completions and delivery of orders.
89. Skill in checking deliveries for completeness of order and condition of incoming products.
90. In stocking merchandise in appropriate place and appropriate manner, keeping shelves filled, face merchandise to front, maintain a good appearance of products.
91. In conducting periodic physical inventories.
92. In maintaining accurate inventory control records.
93. In determining amount of inventory on hand from inventory records or actual count.
94. In preparing products for storage, unload trucks, unpack, arrange merchandise in stock area.
95. Ability to conduct a complete physical inventory when required.
96. Use legible handwriting in preparing forms, messages, and records.
97. Listen attentively to directions, assignments, and information from customers, supervisors, or managers.
98. Use the telephone correctly and courteously.
99. In planning and scheduling work tasks and assignments.

AREA OF PRODUCT AND/OR SERVICE TECHNOLOGY

Knowledge of/or Understanding that:

100. The ways to interpret the features of a product in terms of benefits to customers.
101. The ways to show that an item of merchandise is suited for the purpose the customer has in mind.
102. The various locations of merchandise on the selling floor and in reserve stock.
103. The uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.
104. Merchandise information is a useful tool in opening a sales conversation with a customer.
105. Merchandise guarantees and directions protect both the customer and the store and help increase sales.

Skill:

106. In using facts about the merchandise itself when helping a customer make a buying decision.
107. In expressing customer benefits that accompany a service's selling features.
108. In using a knowledge of the features and customer acceptance of competing services and points of superiority of the service being discussed during a sale.
109. Ability to translate merchandise label information into selling points.
110. Ability to read and interpret various automotive service guides or charts when determining the best way to service a particular model car.
111. In explaining to customers service uses of SE, SD, SC, SB motor oils.
112. In explaining the characteristics and uses of automotive fluids including brake, power steering, and transmission fluids.
113. In explaining the care requirements of batteries including cleaning terminals, installation and removal, and maintaining acid levels in each cell.
114. In utilizing storage and precautionary measures when handling batteries.
115. In recommending batteries on the basis of a customer's budget and usage requirement.
116. In explaining the relationship between the air filter, the air filtering process, and automobile performance.
117. In explaining the functions of gasoline filters including the removal of dirt, dust, and other foreign particles from the gasoline.
118. In recommending the replacement of gasoline filters.
119. Skill in explaining the characteristics and uses of coolant additives such as antifreeze boosters and rust and corrosion inhibitors.
120. In analyzing conditions of fanbelts which contribute to wear or failure such as frayed edges, cracks and recommend replacement.
121. In distinguishing between types of spark plugs - resistor and non-resistor plugs.
122. In selecting replacement spark plugs utilizing available resources (spark plug guides, manufacturer's manuals) on the basis of thread size (14 mm, 18mm) and heat range (hot, cold) required.
123. In keeping price schedules and sales policies current.
124. In retaining current warranty policy information.

Attitude:

125. That a continual program of training and retraining employees with product knowledge must be carried out.
126. That a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.

127. That adequate merchandise knowledge usually creates in the salesperson enthusiasm for his goods and adds to his self-confidence.
128. That merchandise information can be gained by handling merchandise and by using it.

AREA OF SELLING

Knowledge of/or Understanding that:

129. The ways to show or display merchandise to create interest and desire in customers.
130. The ways to demonstrate a service to create interest and desire in customers.
131. How to provide information about merchandise which will create desire or interest in customers.
132. How to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.
133. How to handle individual differences in customers.
134. The ways to help a customer make a buying decision.
135. The customer approaches such as greeting, merchandise and service which may be used when opening a sale.
136. The procedures involved in conducting a cash sale transaction.
137. The procedures for conducting a charge sale transaction.
138. How to properly handle charge plates during a charge sale transaction.
139. How to make change and count it back to the customer.
140. The procedures to use when writing out saleschecks.
141. The ways to determine how and when to close a sale.
142. The importance of credit as a selling tool.
143. How to translate service knowledge into customer benefits.
144. The ways to handle customer complaints according to store policy.
145. Department and merchandise locations within the store.
146. The selling features of products and/or services.
147. Customer loyalty can be built with timely merchandise and friendly service.
148. Stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register or ringing the sale onto the wrong key.
149. How to use a lubrication and oil change file system for reminding customers when this car service should be performed.
150. Effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.
151. The effects of underselling are often as harmful as overselling.
152. How to detect and point out to customers automobile parts that need replacement.

Skill:

153. In determining when to approach a customer to open a sale.
154. In showing a genuine interest in the customer's problem.
155. In determining where the customer is in his thinking and proceeding to assist him through the remaining decisions in the buying process.
156. In listening for indications regarding the prices a customer wants to pay during a sale.
157. In sensing a customer's objections and handling them as effectively as possible.
158. In closing a sale with a statement appropriate to the occasion or the season.
159. In locating stock on the selling floor, in an understock or a reserve stock.

160. Ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.
161. Ability to determine the buying motives of customers and then appeal to them.
162. Ability to engage appropriate timing in every phase of the sales presentation.
163. Ability to efficiently handle charge sale transactions.
164. Ability to efficiently handle a cash sale transaction.
165. In helping a customer make a buying decision.
166. Ability to get merchandise into the customer's hands to create desire and attachment to the item.
167. In determining when and how to close a sale.
168. Ability to determine the correct change and count it back to a customer during a cash sale according to company procedure.
169. Ability to tactfully handle difficult customers.
170. In properly writing out saleschecks.
171. Ability to serve customers in the manner or style that management desires.
172. Ability to quickly spot low-stock items and on a priority basis refill immediately if there is a reserve stock.

Attitude:

173. A feeling that each customer is an "individual".
174. A feeling that the customer needs the service or product being offered.
175. A feeling of sincere interest in customers and their problems.
176. A belief that the job of selling contributes to the well-being of customers.
177. A strong interest in the merchandise or service being sold.
178. A conviction that selling is important to the store and to the economy.
179. A feeling that value is added to merchandise that is handled with care and respect.
180. A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.
181. That customers' objections must be handled and overcome with respect.
182. That a customer's complaint is an excellent opportunity to build goodwill.
183. That suggestion selling is a service to the customer and also increases volume and profits.
184. That basic product information is necessary to demonstrate good selling practices.
185. That sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.
186. That the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.
187. That the customer - by his very act of complaining - is giving the store an opportunity to correct a possible fault in its operation.
188. A feeling of pride in being a salesperson.
189. That customers should be approached promptly and not be kept waiting.
190. A belief that one should live up to promises made to customers.
191. A belief that one should take advantage of sales training opportunities.
192. An awareness that each salesperson should attempt to meet his sales quota in order to meet established job performance.
193. That the department manager must be promptly informed of services offered for which customers ask.
194. That merchandise must be carefully handled to reduce markdowns.
195. An awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.
196. That one should give the best customer service with the customer always first in mind.

AREA OF OPERATIONS AND MANAGEMENT

Knowledge of/or Understanding that:

197. Knowing the procedures or policies for leaving the department or store for short periods during regular working hours.
198. Knowledge of the rules and regulations pertaining to lunch and other similar breaks.
199. Where to leave valuables during working hours and the identification or use of locker space for these valuables.
200. Rules and regulations of the store and how they apply to procedures in case of tardiness or absence.
201. Rules and regulations on the personal use of the store's telephone.
202. How to maintain a working environment where employees can have a sense of security and reasonable freedom from worry.
203. Understand and be able to accurately check in an order, using whatever forms are required.
204. Proper care of company equipment and proper stock arrangements can help prevent accidents.
205. Seemingly small savings in some expense areas can mean a substantial gain in profits.
206. Careful use of supplies will help control expenses.
207. Mail and telephone order services not only build customer goodwill but also help increase sales.
208. The availability and location of customer facilities.
209. Understand the importance of a clean, neat backroom, and work area.
210. The procedures involved in checking merchandise in against an invoice.
211. The importance of the care and proper cleaning of the tools used on the job.
212. The procedures for handling incorrect amounts or types of merchandise received.
213. The procedures for filing claims for merchandise damages, shortages and over-charges on carriers or manufacturers.
214. Know and understand the companys' chain of command/authority.
215. The company's safety rules and regulations.
216. The procedure for handling the mechanical breakdown of equipment.
217. The procedure for notifying proper individuals when stock is short or out.
218. Be knowledgeable of phone numbers for emergency use (Manager's phone-home, maintenance services phone, local police/fire department, hospital clinic, main office, etc.)
219. Be aware of corporate training/educational programs and support such policies and programs.

Skill:

220. In handling and caring for store equipment.
221. In following through on non-delivered or lost merchandise.
222. In handling incorrect amounts or types of merchandise received.
223. In accurately checking in merchandise against an invoice.
224. In planning and organizing work.

Attitude:

225. A belief that careful and thoughtful consideration should be given to the probable effect each rule notice and practice will have on the feelings of all concerned.

226. A belief that each employee should be made to feel his efforts are really appreciated.
227. That conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.
228. Belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.
229. That a well-kept store is a primary means of attracting and holding business.
230. Belief that employees must be trained with regard to safety measures and accident prevention.
231. A realization that expenses are an influential factor in merchandising profitably.
232. An awareness that customer facilities help meet competition, encourage one-stop shopping and attract customers to the store.
233. An aware that special customer services and accommodations build customer goodwill and help increase sales.
234. An awareness that to improve delivery service, transactions should be recorded accurately and legibly and delivery dates promised carefully.
235. That lines of authority should be followed, so that a department head or supervisor's position may not be weakened by management dealing directly with employees on matters that are logically in the supervisor's domain.
236. That employees must be made alert to property protection and store security by supplying them information concerning fire and general safety regulations and procedures.
237. That in order to be best prepared for future management responsibilities trainees must be willing to work and train in various capacities within a store operation.
238. That the schedule of service station business hours should be arranged to meet the needs of the type of customers being served and adjusted when their buying habits change.

APPENDIX C

Automotive and Petroleum Industry Career Information

THE AUTOMOTIVE AND PETROLEUM INDUSTRY

The automotive and petroleum industry is continuing to grow rapidly. It is estimated that by the year 2000 there will be 175 million passenger cars, trucks or buses registered in the U.S. This industry has become a vital part of the U.S. economy with one out of six people being employed in some phase of this career field. The automotive and petroleum industry also stimulates the economy by purchasing 20% of all steel products, 63% of all lead, and 33% of zinc produced. The future outlook of the industry is bright and offers excellent opportunities.

The automotive and petroleum industry offers many career opportunities. A person interested in this career field will find opportunities in the following areas: automotive dealerships, automotive parts suppliers (wholesale and retail), petroleum companies including petroleum refiners, service stations and petroleum wholesalers and retailers, i.e. companies like Phillips Petroleum, Amoco Oil, Chrysler Corp., J.C. Penneys, Sears, Roebuck & Co., and Goodyear Tire Co. All of these companies deal with automotive and petroleum products and/or services. A demand exists for qualified and well trained employees. Employment opportunities exist in every division of the industry. There are three major divisions in the industry:

(1) the sales division,

(2) parts and accessories division,

(3) the service division.

Additional career information can be acquired in the following sources:

Beaumont, John A., Kathleen H. Langan, and Louise H. Taylor, Your Career in Marketing, New York: Gregg Division, McGraw-Hill Book Co., 1976.

Bikkie, James A. and Eugene L. Dorr, Careers in Marketing, New York: Gregg Division, McGraw-Hill Book Co., 1978.

Bohac, Robert D. and Robert C. Vernon, An Analysis of the Automotive Sales Occupation, The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1974.

Eggland, Steven A., Exploring Service Careers, Cincinnati, Ohio: South-Western Publishing Co., 1979.

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Smith, Gary R., Barbara Sethney Vorndran, and Charles S. Winn, Exploring Marketing Occupations, New York: Gregg Division, McGraw-Hill Book Co., 1976.

State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Suggested Curriculum and Planning Guide for Developing a Program in Auto Mechanics.

Taylor, Dawson, Your Future in the Automotive Industry, New York: Richards Rosen Press, Inc., 1979.

Your Future in Successful Service Station Management, Dayton, Ohio: NCR.

JOB DESCRIPTION FOR THE AUTOMOTIVE AND PETROLEUM SALES-SERVICE PERSON

The job description for this person includes having a general understanding of the automotive and/or petroleum industry. This individual should acquire skills which include various aspects of marketing, including product and service technology, selling, communications, human relations, and operations.

A sales-service person can begin a career in the automotive and petroleum industry in any of the three divisions mentioned earlier. Because of the wide variety of types of businesses in which a person can find a position in automotive and petroleum, it is difficult to precisely identify all of the opportunities or positions available. Job titles and duties assigned will vary with size, location, and type of business (retail or wholesale). Most common and frequently found positions are found in the section entitled "Career Ladder for Automotive and Petroleum."

A sales-service person needs to possess several characteristics to advance on the job. First, it is important for the worker to possess good human relation skills. As an employee in this field, the worker must have the ability to meet and be interested in other people. These skills are essential because the automotive and petroleum industry is customer-oriented and the worker will deal with various types of customers in car dealerships, wholesalers, and retailers. It is also important that sales-service people be enthusiastic and show initiative in their work. In addition, good grooming habits, competent interview techniques, and an obvious career interest will be considered assets for advancement.

A vital function in automotive and petroleum involves matching customer's needs to the appropriate product or service. Therefore, it is essential that sales-service people acquire basic product and service knowledge. The use of proper selling techniques and a strong background in mathematics is also essential. Mathematics is necessary for many of the tasks performed and will aid in advancement. Finally, mechanical aptitude is a plus factor for any employee. Many tasks performed will require the ability to understand product technology and operations. Therefore, mechanical aptitude is important.

Further information can be obtained from the publications listed in Addendum to Bibliography for Instructional Material Referenced in the General Marketing, Food Marketing, Wholesaling, General Retail Merchandising, Finance and Credit, Transportation and Warehousing, and Automotive and Petroleum Curriculum Guides.

CAREER OPPORTUNITIES IN AUTOMOTIVE AND PETROLEUM

The future of the automotive and petroleum industry is bright, even though the country is experiencing an energy crisis. Currently, the industry is actively involved in research to make the United States more energy efficient. This has led to new and different jobs in the field. Also the industry is continuing to produce automobiles, automotive supplies, petroleum and petroleum products. Since this nation is still dependent on vehicle transportation, the growth of the industry is secured. In 1976 over one million people were employed in service stations, 4½ million in automotive dealerships and 150,000 in petroleum refineries.

A Marketing and Distributive Education student can enter at the sales-service position and work up to second level positions without a great deal of formal education; however most positions beyond the second level require some type of formal training in the field and some college course work. Also training in management will facilitate advancement. Experience and demonstrated excellence in performance is essential for promotion. For individuals desiring to move into a management position, it is suggested that advance level course work be completed.

There are a variety of ways an employee can advance, however, most positions are normally preceded by demonstrating proficiency in the sales-service trainee position. A person beginning in this position can expect to train for six months to two years. At this time, the trainee may advance

into one of the specialized first-level positions.

Although there are three major divisions in the automotive and petroleum industry, i.e. sales, parts and accessories, and service, the greatest opportunities for a person without experience is in the parts and accessories division. This is because the other two divisions are more technical and require a background in the field. Parts and accessories departments can be found in many retail stores, wholesale businesses, service stations, and automotive dealerships. Once an employee has a good technical background, the other divisions offer great opportunities.

The sales division also offers many opportunities. This division consists mainly of sales positions such as automotive sales trainee, salesperson, jobbers, marketing representatives, etc. A person interested in this division should seek training in selling techniques plus a background in the automotive and petroleum industry. These positions involve giving sales presentations, therefore, product and service techology is important. Generally, it will take several years of training for careers in this division. A person can advance within this division or cross into one of the other divisions. The service division consists mainly of personnel, employees in performing service jobs, including automotive service station attendant, tire and battery installer, service specialist, service advisor, etc. A person desiring a position in this division should acquire knowledge in product and service technology and operations. Also a mechanical ability will be an asset.

The starting salaries for the sales-service trainee will vary with the size and/or location of the firm, and/or previous experience in the automotive and petroleum industry. Generally, the salary ranges from

$8,000 to $10,000 a year. The salary scale increases rapidly as a person gains experience and acquires additional education. The following is a partial list of average salaries in 1978:

Automotive Salesperson	$13,660 - 21,100
Parts & Accessories Salesperson	15,000 - 25,000
Counter-Service Man	8,430 - 12,580
Sales Supervisor	16,150 - 30,620
Deliverer	7,950 - 11,210
Warehouse Supervisor	11,140 - 17,610

The salary for management positions ranges from $20,000 to $51,110 with the average at $36,000. When considering management one must note that most managers possess a college degree and are in their late 30's and early 40's. The keys to advancement in automotive and petroleum are experience in the field, possessing a baccalaureate degree, ability to communicate, and good managerial skills.

JOB DESCRIPTIONS FOR AUTOMOTIVE AND PETROLEUM

LEVEL 1 POSITIONS*

SALES DIVISION

Automotive Sales Trainee
Works with salespeople learning how to sell and make sales demonstrations. Assists salespeople with selling new or used automotives, writing up sales; computing taxes, price, trade-in allowance, license fee and discounts, and aids customers with financing of automotives.

Automotive Rental Clerk
Rents automotives to customers at airports, hotels, marinas and other locations. Schedules pick-up and deliveries, type of automobile desired and determines rental cost. Writes up contracts for customers.

PARTS & ACCESSORIES DIVISION

Counter Salesperson (Automotive Accessories)
Sells automotive supplies and accessories such as tires, batteries, seat covers, etc. Interprets information in parts catalog for stock number of correct item. Keeps the shelves stocked and orders products. Aids customers in determining appropriate products for their needs.

Counter Salesperson (Automotive Parts)
Determines make, year and type of part needed, inspects damaged part to determine part required or advises customers of part needed according to malfunction. Advises customers on substitutions or modification of parts when replacement is not available. Sells spare and replaceable parts and equipment from behind counter. Fills orders from stock, uses catalogs, marks and stores parts in stockroom.

Deliverer (Parts & Accessories)
Handles deliveries for the company with little supervison. Knows routine of the shipping department. Suggest purchases and reorders when delivering goods.

Order Clerk
Receives and handles customers' mail and long distance or local telephone orders. Expedites shipments of customers' orders, routes unfilled orders.

Parts Clerk

Provides customer service at the parts counter and performs related merchandise checking, marking and stock handling tasks to provide for inventory control.

SERVICE DIVISION

Automotive Service Salesperson (Write Up Man)

Works with service person. Writes up service orders for customers.

Auto Service Station Attendant

Waits on customers, dispenses gas, checks motor oil and sells other automotive parts, accessories and services. May also perform cashier duties and small service repairs.

Deliverer (Car Rental)

Delivers rental cars to customers. Services the car prior to delivery by sweeping car out, vacuuming interior, washing windows and exterior of auto. Makes sure auto has adequate fuel supply and that it appears in good working condition. Delivers the auto to the customer and collects payments and deposit from them. Makes sure the customer reads and understands the rental contract before he/she signs it.

General Serviceperson

Inspects and tests automobiles to determine the need for and cost of repairs. He/she determines the need for repairs by road testing the vehicle and/or by use of mechanical testing devices and/or by visual inspection and/or by questioning the customer. Estimates the cost of repairs and prepares an itemized work order, listing costs of parts and labor.

Tire and Battery Installer

Sells tires and batteries, installs them and services them. Also helps with inventory control on accessories.

LEVEL 2 POSITIONS*

SALES DIVISION

Marketing Representative

Serves a group of service stations. Helps with setting up stations, product lines and company policies. Aids the owner with operational training, setting up credit programs and other business matters.

Automobile Contract Clerk

Verifies the accuracy of automobile sales contracts, calculates tax, transfer and license fee, insurance premiums and interest rates. Utilizes tables, schedules and a calculating machine. Verifies

amounts and number of payments, trade-in allowances, and the total price of the automobile. Interviews customers to obtain additional information and to explain the terms of the contract and also corresponds with motor vehicle agencies.

Jobbers (Distributors)
Sells gasoline and gasoline products to companies. Responsible for keeping sales records and expanding the market.

Merchandising Trainee
Works with merchandise managers learning product lines. Helps with supervising of buyers. May also make decisions on what and how much to buy and on how to promote the products.

Assistant Buyer (Automotives)
Assists buyer with purchases of merchandise. Verifies quantity and quality of stock received, authorizes payment of invoices or return of shipment. Suggests mark-up or mark-downs and also approves advertising copy.

Salesperson (Automotive)
Sells new or used automobiles on the premises of an auto agency. Explains the features and demonstrates the operation of the car, suggests optional equipment and computes and quotes sales price, tax, trade-in allowance, license fee and discount to the customer. Discusses with the customer possible financing plans for payment of the car.

Salesperson (Petroleum Products)
Sells petroleum products such as gasoline, oil, greases, and lubricants. Visits prospective customers to examine needs and explain advantages of his/her products, recommends the types and number of products needed to satisfactorily satisfy customers demand, computes the charges for this purchase and makes sure order is filled by company.

PARTS & ACCESSORIES DIVISION

Head Parts Clerk
Ships and receives automotive parts, supplies and accessories. Keeps control of inventory, and orders when needed.

Dispatcher
Makes out delivery schedules, assigns shipments to trucks, and supervises the delivery system including customer complaints.

Sales Representative - Inside (Parts & Accessories)
Responsible for doing a perpetual inventory and keeping all necessary records of all items sold or received from factory. Sells parts and accessories to customers, aids customers in proper selec-

tion and writes up customer orders. Also works with parts, accessories, catalogs and price lists. May also assist with product promotion and display.

SERVICE DIVISION

Service Supervisor
Supervises operations including testing, installation, service and repair of automotive merchandise and parts. Assures that equipment and tools are maintained and utilized. Implements service promotion programs, handles customer complaints, keeps records, recommends personnel staffing and performs all functions necessary to achieve a service profit.

Service Technician
Repairs and maintains equipment in service stations.

MANAGEMENT

Assistant Store Manager
Helps the store manager with supervising store employees, coordinates work between various departments, handles store stock, helps train new personnel and looks after deliveries.

Shift Manager (Assistant Station Manager)
Supervises total operations of a shift, trains station attendants, handles customer complaints, keeps records and schedules work hours.

LEVEL 3 POSITIONS*

SALES DIVISION

Sales Representative (Automotive Leasing)
Sells auto-leasing services to businesses and individuals. Visits prospective customers to stimulate interest in establishing or expanding auto-leasing programs, explains the advantages of leasing automotive equipment and recommends the types and number of vehicles needed to satisfactorily perform the job with minimal expense, computes the leasing charges and prepares and sends the leasing contract to the leasing agency. In addition, performs other tasks in order to increase sales, such as evaluating advertising campaigns or revising administrative procedures.

Sales Representative (Distributor)
Sells products for the manufacturer. Assists customer in product or service selection, assists customers with problems, writes up orders and suggests future purchases to suit the companies' needs.

Sales Representative (Vehicle & Supplies)

Sells all kinds of motor vehicles and supplies and accessories to dealers and service stations. Confers with the dealer to determine the number of vehicles to order, advises the customer of methods of increasing sales volume and utilizing knowledge of sales promotion techniques. Answers or finds out answers to any question dealers may have regarding the purchasing of vehicles or supplies.

Automobile Buyer

Purchases autos for resales or to lease or rent. Inspects vehicles and then selects and orders vehicles according to the predetermined specifications. Authorizes payment of invoices or return of merchandise, conducts staff meetings with sales persons to introduce new merchandise and may price items for resale.

Lease Buyer

Contacts landowners and representatives of other oil or coal producing firms to negotiate agreements, such as leases, options, and royalty contracts covering oil or coal exploration, drilling, and producing activities in specified oil or coal fields. Discusses and draws up unitization agreements, discusses land leases and options and royalty payments with landowners and obtains signatures to related documents. May write purchase orders and bank checks to satisfy requirements of leases, agreements and contracts.

Sales Manager

Supervises sales trainees and salespeople. Also in charge of a specific sales territory and may do some selling. Trains sales personnel, makes sure company policies and procedures are being followed and keeps records in sales quotas.

PARTS & ACCESSORIES DIVISION

Sales Representative - Outside (Auto Accessories & Parts)

Sells parts and accessories to retailers and dealers. Visits prospective customers to stimulate interest, explains advantages of products and recommends type of merchandise and quantities. Writes up purchases, fills order and follows up the sale.

Service Advisor

Deals with customers who complain about vehicle performance problems or request repairs, check-ups or maintenance service. Determines the trouble with vehicle and writes information up for the mechanic. May do some selling.

Service Specialist

Specializes in a specific problem associated with vehicles, for example, steering, transmission, brakes, tune-ups, diagnosis, etc. Aids customer in determining exact problem, quotes prices, explains repair procedures, estimates time required and completes repair.

MANAGEMENT

Service Manager

Trains service personnel, arranges best plant layout and routing of service department, keeps tools and equipment up-to-date and makes sure safety procedures are being followed. Also responsible for customer relations. Inspects completed jobs, assigns service jobs and schedules customer service appointments.

Automotive Center Manager

Manages the merchandising, sales, service and profit performance of the center. Plans sales, service and profit objectives and is responsible for performance. Supervises customer service and selling performance. Handles customer complaints, exchanges, refunds and adjustments. Keeps all inventory control records. Hires, trains and evaluates employees.

Store Manager

Manages the entire operations of the store including hiring and firing personnel, approves the buying of merchandise, sets sales quotas, approves promotional media and works with the budgets.

PROMOTION CRITERIA FOR 2nd LEVEL*:

Attitude toward the industry; demonstrates interest in the industry; past performance; initiative; desire to want to make a career; ability to learn; sound judgement; communications; additional training and education; aptitude; physical capability; human relations; willingness to work; mechanical aptitude.

PROMOTION CRITERIA FOR 3rd LEVEL*:

Ability to make sound decisions; additional education and training; ability to supervise people; maturity; communication; management potential; positive attitude about the industry; show positve interest in the industry; past performance; initiative; desire to want to make a career; aptitude; physical capability; human relations skills; adverse conditions (weather); mechanical aptitude.

*Availability of a position.

ADDENDUM TO BIBLIOGRAPHY FOR INSTRUCTIONAL MATERIALS REFERENCED IN THE GENERAL MARKETING, FOOD MARKETING, WHOLESALING, GENERAL RETAIL MERCHANDISING, TRANSPORTATION AND WAREHOUSING, FINANCE AND CREDIT, AND AUTOMOTIVE & PETROLEUM CURRICULUM GUIDES

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Sohioan. Cleveland, Ohio: Standard Oil of Ohio.

SPAN. Chicago, Illinois: Standard Oil Company (Indiana).

Sun Magazine. Philadelphia: Sun Company.

Super Service Station. Chicago, Illinois: Irving-Cloud Publishing Co.

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CAREER LADDER FOR AUTOMOTIVE & PETROLEUM

*The movement is both horizontal and vertical.

Level 6 Positions*

SALES DIVISION

Division Heads
Regional, Area, and
District Managers

PARTS DIVISION

Division Heads
Regional, Area, and
District Managers

SERVICE DIVISION

Division Heads
Regional, Area, and
District Managers

Levels 4 and 5 Positions*

SALES DIVISION

Sales Rep -
Petroleum Products
Automotive Manufacture
Trainee

SERVICE DIVISION

Service Manager

RESEARCH & DEVELOPMENT

Marketing Researcher -
Petroleum
Marketing Manager

Level 3 Positions*

SALES DIVISION

Sales Rep -
Automobile
Leasing
Sales Rep -
Distributor
Sales Manager
Sales Rep -
Vehicles and
Supplies Manager
Automobile Buyer
Lease Buyer

PARTS DIVISION

Outside Sales Rep
Automobile Accs.
Outside Sales Rep
Automobile Parts

SERVICE DIVISION

Service Specialist
Service Advisor

MANAGEMENT

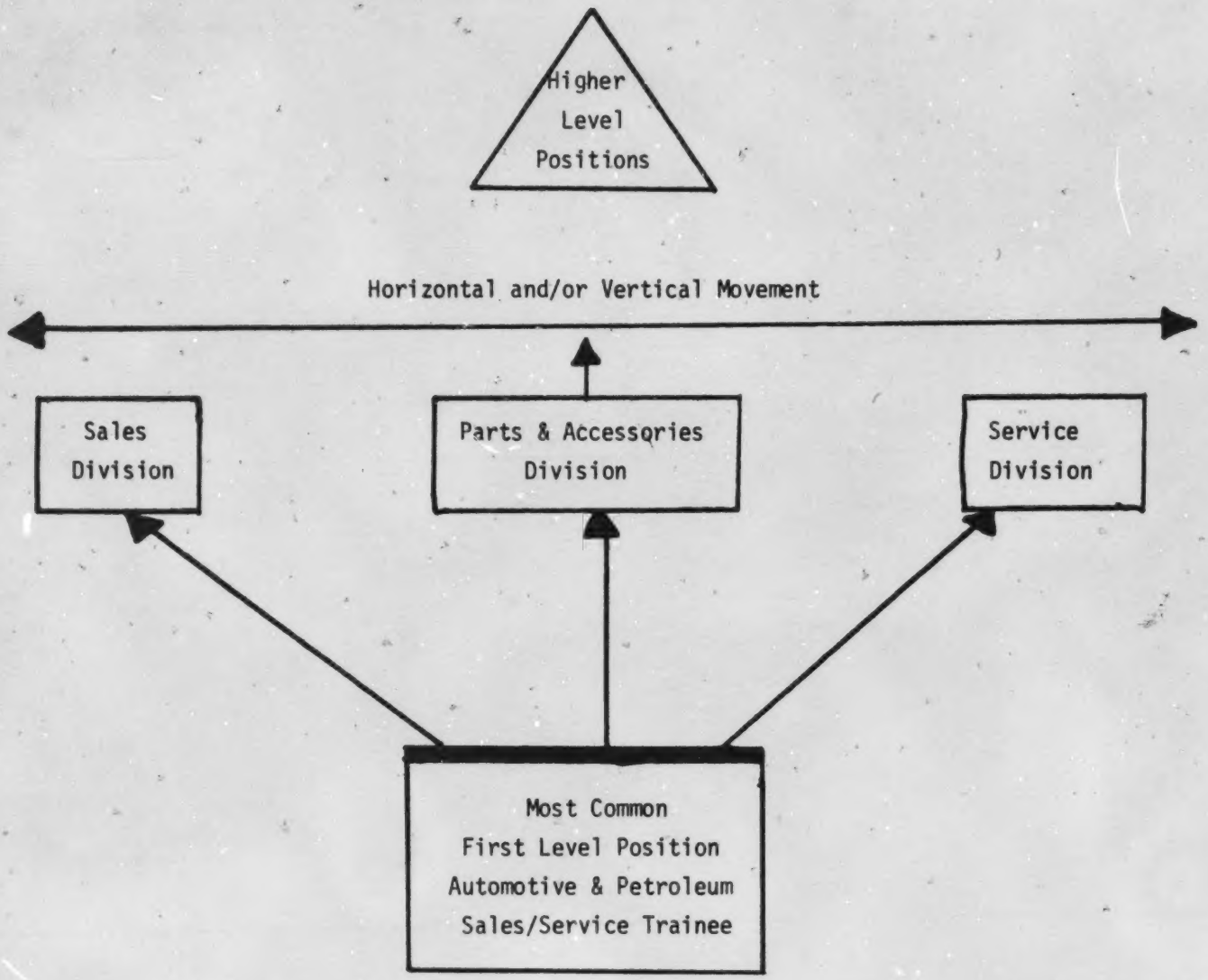
Small Store
Manager
Owner
Automobile Center
Management
Trainee

Level 2 Positions*

SALES DIVISION	PARTS DIVISION	SERVICE DIVISION	MANAGEMENT
Marketing Rep	Head Clerk - Parts	Service Supervisor	Assistant Counter or Small Store Manager
Automobile Contract Clerk	Territory Manager for a Jobber		Assistant Department Manager
Assistant Buyer Automobile	Petroleum Jobber		Center Manager
Sales Person Automobile	Dispatcher		
Heating - Oil Sales Person	Inside Sales Rep Automobile Accs.		
Merchandise Trainee	Inside Sales Rep Automobile Parts		

Level 1 Positions*

SALES DIVISION	PARTS DIVISION	SERVICE DIVISION
Automobile Rental Clerk	Counter Sales Person Auto Accessories	Write-Up Man
Automobile Sales Trainee	Counter Sales Person Automobile Parts	Deliverer - Car Rental
	Deliverer - Parts	Auto Service Station Attendant
	Order Clerk	Sales Person Automobile Services
	Parts Clerk	General Service Person
	Auto Stockperson	Tires - Battery Installer


Higher
Level
Positions
Horizontal and/or Vertical Movement
Sales
Division
Parts & Accessories
Division
Service
Division
Most Common
First Level Position
Automotive & Petroleum
Sales/Service Trainee

APPENDIX D

Evaluation Instrument--Phase I

CAREER INFORMATION

Instructions: Please check one career area per page. Then indicate if the suggestion is either a correction or an addition by writing the suggestion under the appropriate heading.

Suggested Corrections:

Suggested Additions:

REFERENCE INFORMATION

Instructions: For each reference addition, please identify the section in the guide and the page number. You can use this page for more than one reference. However, try to use this page for only one section.

Instructional Area: _____

Page Number	Reference

LEARNING ACTIVITIES INFORMATION

Instructions: For each addition or correction, please identify the section in the guide, the instructional area, and the page number for the correction and/or addition. This page can be used for more than one correction and/or addition as long as it is in the same section and same instructional area.

Instructional Area: _____

Page number	Learning Activity

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Instructional Area: _____

Page number	Learning Activity